



**West Hill Park School**

**Pre-Prep Department**

**Information Handbook for Parents**

---

---

***“Every Child has gifts and qualities that are  
unique.***

***No two are alike. Each is a very distinct  
personality.***

***With help, praise, guidance, assurance and  
appreciation each can become in some way  
successful.”***

*Robin Tanner (HMI) “What I believe” 1989*

---

---

## Index

|   |    |
|---|----|
| Aims of the School.....   | 5  |
| General Information.....  | 6  |
| School Times and Routine.....   | 6  |
| Start of the School Day.....  | 6  |
| Collection of Children.....   | 6  |
| Non Collection.....   | 6  |
| Lost Child.....   | 7  |
| Lunch.....  | 7  |
| School Security.....  | 7  |
| Supervision of pupils.....  | 7  |
| Before and After school care Club.....  | 7  |
| Homework, Book Bags and Pre Prep Correspondence.....                            | 7  |
| Homework.....   | 7  |
| Book Bags and Sending Letters Home.....   | 7  |
| Pre-Prep Newsletter.....  | 7  |
| Pre-Prep Correspondence.....  | 8  |
| Curriculum.....   | 8  |
| School Visits.....  | 8  |
| School Reports.....   | 8  |
| Key Person.....   | 8  |
| Open House Sessions.....  | 9  |
| WOW! Stickers and Teddy Bear Stickers.....                                      | 9  |
| Complaints Procedure.....   | 9  |
| OFSTED and Social Services Information.....                                     | 9  |
| The Independent Schools Inspectorate (ISI).....                                 | 9  |
| CAF - Common Assessment Framework Statement.....                                | 9  |
| Special Educational Needs/Learning difficulties and disabilities.(SEN/LDD)..... | 9  |
| Parental Access to Child's Records.....   | 10 |
| Car Parking and One-Way System.....   | 10 |
| Staff.....  | 10 |
| The Pre-Prep Office.....  | 10 |
| Address and Telephone Numbers.....  | 10 |
| Absence.....  | 11 |
| Sickness & Medical Information.....   | 11 |
| Sickness.....   | 11 |
| Prescription and Non-Prescription Medicine.....                                 | 11 |
| Head Hygiene.....   | 12 |

|   |    |
|---|----|
| School Uniform.....   | 12 |
| School Uniform and Swap Shop .....                                  | 12 |
| Name Tapes.....   | 12 |
| Jewellery, Nail Varnish, Hair Ornaments and Hair Gel .....          | 12 |
| Lost Property .....   | 12 |
| PE and Swimming.....  | 13 |
| Games .....   | 13 |
| Sports Day .....  | 13 |
| Social Events and Fund Raising.....                                 | 13 |
| Birthday Cakes & Other Food Items.....                              | 13 |
| Policies and Procedures.....  | 13 |
| Fees.....   | 13 |
| Appointments.....   | 13 |
| Appendix i - ADMISSION POLICY .....                                 | 15 |
| Appendix ii - EQUAL OPPORTUNITIES POLICY .....                      | 16 |
| Appendix iii - SAFEGUARDING CHILDREN & CHILD PROTECTION POLICY..... | 19 |
| Appendix iv -PLAY POLICY .....                                      | 39 |
| Appendix v -EARLY YEARS FOUNDATION STAGE POLICY .....               | 41 |
| Appendix vi: INTRUDER POLICY .....                                  | 43 |
| Appendix vii: BEHAVIOUR MANAGEMENT POLICY .....                     | 45 |
| Appendix viii – OFF-SITE ACTIVITIES POLICY .....                    | 49 |
| Appendix iv – COMPLAINTS POLICY.....                                | 51 |

---

---

## Aims of the School

West Hill Park aims to;

- Employ a highly skilled staff combining energy and experience who provide children with positive and caring role models and ensure that the school is alert to current best practice with a clear vision to the future.
- Maintain the whole site whilst sensitively developing it to make the most of the facilities and natural environment.
- Foster a social awareness and mutual respect in all members of the West Hill Park community.
- Develop each individual pupil to his/her potential, by providing an appropriate and balanced curriculum and extra-curricular activities in a co-educational environment encouraging success, service and satisfaction.
- Prepare all pupils for their next stage of education, as well as for a rapidly changing society, by developing and extending their confidence in a happy, caring, safe and stimulating environment.
- Nurture and challenge pupils academically, spiritually, culturally, socially, morally and physically.
- Foster excellent links with families, carers and the wider community.
- Maintain the school on a sound economic footing, ensuring that a realistic percentage of the annual fee income can be set aside for capital development.
- Help pupils to be aware of and of service to their community.

---

---

## General Information

The information in this section is to help you with the general routine in the Pre-Prep Department. If there is anything you do not understand or wish to discuss further, please make an appointment to see the Head of the Pre-Prep Department.

## School Times and Routine

### Start of the School Day

The Pre-Prep day starts at **8.30am** and finishes at **3.15pm**. The children need to be in the playground when the bell goes at **8.30am** so they can come into school with their class and teacher. Please ensure that the children arrive at school on time so that they do not come into class late and interrupt the children's lessons. The register is taken at 8.40am.

**Entrance to the Pre-Prep is through the blue front door from the playground.** Please do not use other doors as entrances at the start of the day. This is for the children's safety and security. There is a teacher on duty from 8.20am for parents who need to leave their children earlier. Please inform the duty teacher if you are leaving your child in the playground after 8.20am. **Please do not leave your children earlier than this as children must not be left unattended.**

New children can be taken to their classroom and left with the classroom assistant or class teacher for the first few weeks until they are confident to say goodbye to their parents outside in the play-ground. After this settling in period the children can then put their reading books into the marked class tray in the Pre-Prep playground. Please see the teacher on duty if you need to leave any messages. Should you need to see the Head of Department or your child's class teacher, please ring the bell at the front door. In the event of wet weather please could you hand your child over to the duty teacher who will be in the Pre-Prep Library.

### Collection of Children

**Please make sure that you are waiting for you children** when they come out of school at the end of the day. Young children become worried very quickly if they cannot see their parent in the playground. If your child is going to be collected by **someone other than you**, or is going home with another child, please let the class teacher know but only if different from the authorised list of people you have supplied. This **must be done** in **WRITING**. It is a legal requirement that this information is given in writing prior to the child being collected. If we do not have written confirmation that your child is going home with someone else we cannot let your child go and they will be put into Griffin Club until we have contacted you. You can either send in a letter with your child, or alternatively there is a book in the Pre-Prep Office for you to sign which we will count as written notification. If you are unable to notify us in writing in the case of an emergency please contact the Pre-Prep Office with the alternative arrangements quoting a code which will be your child's birth date.

### Non Collection

If a child is not collected at the end of the day they will be cared for in the After School Care Club whilst staff make telephone contact with his/her parents. If a child has not been collected by the end of the After School Care Club at 5.30pm the school non-collection policy will be followed. Children who have brothers or sisters in Years 3 and 4 of the main school can attend the After School Care Club free of charge until 4.15pm so that the children can be collected at the same time.

The Pre-Prep front door is the usual point of entry and exit, but in the afternoon please collect your children from the following places:

|             |  |
|-------------|--|
| Year 2:     | From the side door of their classrooms |
| Year 1:     | From the main front door               |
| Reception:  | From the lobby door                    |
| Foundation: | From the Foundation side door          |

---

---

### Lost Child

Should a child become lost the Pre-Prep Lost Child Policy will be followed. The Head of Pre Prep or the Deputy Head in her absence will make enquiries to members of staff as to when the child was last seen and where. We ensure that the remaining children are sufficiently supervised and secure, one or preferably two members of staff will search the building, garden and immediate vicinity. If the child cannot be found within fifteen minutes we call the police and the parents. We inform Ofsted of the incident and outcome and a risk assessment is carried out.

### Lunch

Lunch is taken in the Main School dining room and a copy of the menu is displayed on the two entrance doors to the Pre-Prep and outside the Pre-Prep office. Milk and fruit are available at morning break. **Please advise us in writing if your child has any food allergies.**

### School Security

For security reasons the Pre-Prep front door has a key pad entry system. Please ring the door bell should you need to speak to staff. After school and activities, children should be collected via the reception lobby door only.

### Supervision of pupils

The safety of all the pupils is a priority concern and pupils are supervised by an adult at all times during the school day. Duty staff supervise any pupil left by a parent in the playground between 8.20am and 8.30 pm. Morning play is from 10.20 to 10.40 am and lunch play from 12.30 am to 1.05 pm. The pupils play in the Pre-Prep playground, on the astro turf or on the field/small wooded area according to the weather and needs of the differing age groups. If all the pupils are in one area at playtime four members of staff are on duty. If more than one area is in use then three members of staff supervise the Early Years pupils and two members of staff the Key Stage 1 pupils. Staff supervising the Early Years pupils are suitably qualified to work with this age group and the Early Years regulatory requirements for staffing ratios are met.

### School Care Club

The School care Club is our before and after school facility. It operates from 7.45am to 8.20am and 3.30pm to 5.30pm Monday to Friday. If you wish to send your child on a regular basis please collect a form from the Pre-Prep office. For occasional bookings contact the Pre-Prep Office via telephone. Full details of costs are available on request.

### Homework, Book Bags and Pre Prep Correspondence

#### Homework

The Pre-Prep children have a small amount of homework which provides a link between home and school and helps children to learn to work on their own. We believe that homework is a positive and beneficial extension of the children's work at school. Reading books are sent home regularly and in Years 1 and 2 the children also have literacy or a problem-solving activity once or twice a week.

#### Book Bags and Sending Letters Home

The children use a special school book bag in which to keep their reading books. These bags are also used occasionally for sending school visit letters, notes and pictures home. Please be sure to check your child's bag every evening and remove any letters so that we know you have received the enclosed communications. The reading bags are sufficient for everything your child needs to bring to school. The children do not need to bring additional bags to school.

#### Pre-Prep Newsletter

A newsletter of all the events and activities is published on a fortnightly basis and sent home via either email or the book bag. In it you will find details of upcoming events and school visits as well as a source of news from the Pre-Prep.

---

---

### **Pre-Prep Correspondence**

The Pre-Prep department tries to take an active part in environmental issues and has adopted the policy to email the majority of correspondence sent to parents rather than printing paper copies. It is important that you inform the Pre-Prep Secretary of any changes in your email address. If you wish to receive correspondence in paper format please let the Pre Prep Secretary know.

### **Curriculum**

A curriculum booklet which gives an overview of your child's learning experience across the term ahead is sent home at the beginning of each term. Additionally there is an evening meeting in the Summer Term which is an opportunity for parents to meet their child's new teacher and find out about the year ahead. Outside the classrooms there is a weekly curriculum overview displayed and should you wish more detailed information please contact your child's class teacher. Please be mindful that these are working documents and the children's interests on a day may lead the learning in a different direction.

### **School Visits**

School visits are an important part of the learning experience offered at West Hill Park. Prior to any visit a full risk assessment is undertaken which includes an assessment of the required adult: child ratios. Written parental permission will be obtained prior to any visit. The school's off-site activities policy and procedure is followed.

### **School Reports**

Meetings are held each term for parents to discuss their children's progress with the class teacher. You are asked to make an appointment with the class teacher a week before the meeting is scheduled. Written reports are sent home at the end of the Autumn and Summer terms. If a child is in the Foundation class their RAD will be shared with parents and in Reception the Early Years Foundation Stage Profile during these meetings.

### **Key Person**

Under the Early Years Foundation Stage regulatory requirements each child in an early years setting must be appointed a key person and it is the school's legal duty to inform you who your child's key person is. A key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents.

Your child's designated key person is their class teacher and in their absence the classroom assistant for their class. A parent may across the year develop an affinity with either of these members of staff who work closely together to support each individual child in their care. They are always available to discuss your child with you.

---

---

## **Open House Sessions**

An underlying principle of the Early Years Foundation Stage Curriculum is the recognition of the important role that parents play as partners in their child's education.

This is a principle which is fully supported by West Hill Park Pre-Prep and as a department we welcome opportunities to share information with parents. The children are engaged in a wide and varied range of learning activities and it is sometimes difficult for parents to gain a picture of what their child has been doing.

We would therefore like to hold an OPEN HOUSE SESSION every MONDAY from 3.00 to 3.15pm. This will be an opportunity for the Early Years children to show their parents the work on the walls in their classroom and around the department. Staff will not be able to discuss the progress of individual children at this time and should you wish an in depth discussion please make an appointment following the usual procedure.

We do hope that these occasions will be both informative and enjoyable.

## **WOW! Stickers and Teddy Bear Stickers**

In line with the Early Years Foundation Stage document, we recognise the importance of including parents in their child's education and develop the parent/school partnership. In Reception, parents are invited to complete WOW stickers recording any major developmental steps that their child makes at home and return them to school. Parents of Foundation children are invited to complete Teddy Bear stickers. This parental evidence will contribute towards the children's learning journeys in the Foundation class and their Early Years Foundation Stage Profile in the Reception Class.

## **Complaints Procedure**

The school has a formal complaints procedure, copies of which are available on request.

## **OFSTED and Social Services Information**

Under the Early Years Foundation Stage guidance the school has a legal obligation to i) provide parents with details of how to contact OFSTED and to advise parents that they can make a complaint to OFSTED should they wish ii) provide parents with the social services emergency duty number. Ofsted, National Business Unit, Royal Exchange Building, St Ann's Square, Manchester M2 7LA Telephone: 0845 601 4771.

Social Services Emergency Number: 0845 600 4555

## **The Independent Schools Inspectorate (ISI)**

The Independent Schools Inspectorate seeks to ensure that all parties involved in an inspection are satisfied that inspections and other areas of our work are carried out in a thorough and professional manner. Whilst we strive to meet high standards of quality, we appreciate that on rare occasions it may be necessary for complaints to be raised with us. Independent Schools Inspectorate: CAP House, 9 - 12 Long Lane, London EC1A 9HA.

Telephone 020 7600 0100 Fax 020 7776 8849

## **CAF - Common Assessment Framework Statement**

As a setting we are committed to providing the very best support to all families and children that we come in contact with. If you have a problem or issue as a family you do not need to feel alone. The Common Assessment Framework is designed to allow you to access the right professionals as soon as possible. This statement is to make you aware of CAF as a supportive tool and does not affect the policies and procedures of our setting. CAF in no way replaces the Safeguarding for Children and Child Protection Policy and if need arose, staff would continue to follow the Child Protection guidelines. For further information please contact the Head of Pre-Prep.

## **Special Educational Needs/Learning difficulties and disabilities. (SEN/LDD)**

The Head of the department is responsible for SEN/LDD in the Early Years Foundation stage. The head of department together with the Head of Learning support are responsible for

---

---

SEN/LDD in Years 1 and 2 of the Pre-Prep.

### Parental Access to Child's Records

As you are aware across the year the department holds three parent consultation evenings during which a child's developmental records are shared with their parents. These records can also be shared at any time across the year at the request of a parent and should you wish to do so please arrange an appointment with your child's class teacher. e.g. EYFS E-Profile. However, a written request must be made for personal files and as a department we take into account data protection records relating to third parties.

### Car Parking and One-Way System

There is a **one-way traffic system** operating from the school's front entrance off St Margaret's Lane. Please enter the school through the front gate and leave by the back drive into Common Lane. There are speed bumps and a barrier to reduce the speed of traffic. **Pre-Prep parking** is on the gravel car park to the right of the one-way system. **No parking** is permitted on the road or tarmac car park in front of the Pre-Prep playground. This is an important **safety precaution** to avoid cars manoeuvring on the tarmac where children and parents cross to enter or leave the Pre-Prep. Please park sensibly and carefully for the safety of all. It is advisable to lock your car doors and not to leave valuables inside the car.

### Staff

There are seven classes in the Pre-Prep under the direction of the Head of the Pre-Prep Department, Mrs Gill Harris. The members of the Pre-Prep staff are well qualified and experienced for the Pre-Prep age group.

|                    |                     | <i>Year Group</i> |
|--------------------|---------------------|-------------------|
| Head of Department | Mrs Gill Harris     | Year 2            |
| Deputy Head        | Mrs Lynne Argyle    | Reception         |
| Class Teachers     | Mrs Jane Chandler   | Foundation        |
|                    | Mrs Jane Cox        | Year 1            |
|                    | Mrs Helen Cuthbert  | Reception         |
|                    | Mrs Sabrina Gray    | Year 1            |
|                    | Mrs Sarah Hall      | Year 2            |
|                    | Mrs Julie Parry     | Year 2            |
|                    | Mrs Pauline Raymond | All years         |
|                    | Mrs Jayne Green     | Reception         |
|                    | Mrs Sue Marrott     | Foundation        |
|                    | Mrs Bobbie Wilson   | Year 1            |
|                    | Mrs Barbara Jackson | Secretary         |

### The Pre-Prep Office

The Pre-Prep Office is situated off the Pre-Prep front hall. The Pre-Prep Secretary, is available from 11.30am to 3.30pm, Monday to Friday and you can contact the office anytime during school hours either; by telephone **01329 840406** or email [b.jackson@westhillpark.com](mailto:b.jackson@westhillpark.com). The office holds copies of absence forms, medical forms and club information. If you need to leave a message for your child or teacher then please use the number above.

### Address and Telephone Numbers

If you move house or change any of your telephone numbers, please inform the Pre-Prep Secretary immediately. It is most important that our records are up to date and an update form is available from outside the office. It is a matter of policy that we do not give out any addresses and telephone numbers of other parents, children or teachers. We appreciate your respecting this confidentiality by not asking the school to divulge this information.

---

---

## Absence

If you need to take your child out of school for any reason, please complete an absence form in advance. Forms are available from the Pre-Prep office. If your child is away due to illness, please telephone the Pre-Prep Office before 9.00am.

## Sickness & Medical Information

When your child joins West Hill Park School you are asked to complete a Medical Questionnaire, this gives us vital information about your child's health and allergies. If any of this information changes please contact the School Nurse or the Pre-Prep Secretary.

## Sickness

If children are unwell they are unable to cope with a normal school day.

Young children tend to pick up infections quite easily. Keeping them at home until the symptoms have subsided helps reduce the spread of infection.

Children should not come to school for the following reasons:

- If they have been sick or have diarrhoea during the night or in the morning. They should stay at home for at least 24-48 hours depending on nature of illness.
- If they have a raised temperature they should stay at home until their temperature has been normal for 24 hours.
- If they appear unwell.
- If they have an infectious illness, e.g. impetigo, conjunctivitis, chicken pox, measles, etc.

These conditions are highly contagious within a school environment. Please inform us if your child has had an infectious disease during the holidays. If your child becomes unwell whilst at school you will be telephoned and asked to collect your child. Please ensure that we have your **current** daytime (emergency) telephone number and mobile number if you have one, or an alternative emergency contact. It is most important that we are able to contact somebody if necessary.

Cuts and grazes are attended to by a member of the Pre-Prep staff. If necessary a note is sent home to advise you of any first aid given. A notice is sent home if your child has had a head bump. A matron is available in the school if required.

## Prescription and Non-Prescription Medicine

### *Prescribed Medicines*

- Parents/guardians must hand any prescription medication to either the school nurse matron.
- If the medication is not required to be given over a long period parents/guardian must collect medication at end of each school day
- Children are not permitted to carry prescription medication on their person or hold in classroom trays.
- Parents will be requested to complete, date and sign the prescribed medicines form showing clearly the name of child, dosage, name of medication and time to be administered
- The Nurse/matron administering the medicine should sign, date and time the prescribed sheet.
- On completion of requested medication the prescription form will be filed in the child's medical records.
- If medication is required long term the initial prescription sheet only needs to be re-signed if dosage or times are changed.
- All, administration of medication must be signed by a witness.
- Parents must sign the prescribed medicines dispensing check list at the end of each day when collecting the medication.

---

---

### *Non Prescribed Medication*

#### **Children under the age of 5 years**

Due to a regulatory requirement, we are unable to administer Calpol® and/or Nurofen® to any EYFS child (any child under the age of 5 years old, or up to the end of Reception Class) without written consent on each occasion.

If your child requires Calpol® and/or Nurofen® at any time during the school day, you will be contacted by telephone by Matron or me, requesting written consent to administer the medication. Written consent can be either by email or fax. If you are not able to give written consent, you will be required to collect your child or, alternatively, to administer the medication yourself at school.

#### **Children over the age of 5 years**

All medication whether prescribed or over the counter, must be given to the School Nurse or Matron by a parent/guardian each morning before school.

### **Head Hygiene**

We ask you to check your child's head and hair each week for head lice. Please use a special shampoo should treatment be necessary (ask your pharmacist for advice). If your child has a problem, please inform the Head of Pre-Prep. There is information about this on a notice board in the Pre-Prep.

### **School Uniform**

#### **School Uniform and Swap Shop**

The school shop is open Tuesdays 4.30pm to 6.30pm and Wednesdays 2.30pm till 4.30pm. Please telephone on 07704 357223 or email [shop@westhillpark.com](mailto:shop@westhillpark.com) or visit our website [www.westhillpark.com](http://www.westhillpark.com) for details. The school shop is situated by the Reception classroom, the second door after the reception outside fenced area at the front of the school. We ask that you adhere to the uniform list so that the children wear the correct uniform at school. The school also has a second hand shop situated in the school shop.

### **Name Tapes**

It is very important that all your child's clothes are marked clearly. This includes pants, vests and socks, as well as the school uniform. **Wellington boots, plimsolls and shoes** need to be marked regularly. Please check every half term that the name in shoes is **legible**. Wellington boots are pegged together. Please send **two unnamed pegs** with the boots each term as the pegs get lost very easily. Please make sure that your child's coat has a **strong hanging loop** in the back.

### **Jewellery, Nail Varnish, Hair Ornaments and Hair Gel**

For safety reasons the children are not allowed to wear jewellery at school. This includes earrings and watches. Nail varnish is not to be worn to school. Hair should be of a suitable length for school; girls with shoulder length hair should have their hair tied back or plaited. On swimming days please ensure that girls with longer hair have a clip or band so that the swimming caps can be put on more easily. Hair bands, other hair slides, etc. should be of plain design in either black or pink. Children are not permitted to use any sort of colour or hair gel in their hair.

### **Lost Property**

All lost property is held in the Pre-Prep office, any items or belongings found without a name label on will be placed in the lost property box. If you do notice anything missing please advise a teacher or classroom assistant as soon as possible.

---

---

### PE and Swimming

**Every class has a PE and swimming lesson each week.** It is a good idea for the children to bring their swimming bags to school on Monday so that they are ready for the lesson during the week. Swimming bags are taken home each week after the lesson. PE bags remain at school and are taken home at half term and at the end of term for the contents to be washed and ironed.

### Games

In Year 2 the children have one games session and one gymnastics session each week. All other year groups have one games or one P.E. lesson a week.

### Sports Day

The Pre-Prep Sports Day takes place in the summer term and all the children in the Pre-Prep take part.

### Social Events and Fund Raising

Throughout the year the Pre-Prep organises various social and fund raising events. We are always very grateful for the support and help of parents. Parents find the fund raising events most enjoyable and it is a good way for people to get to know each other. The social events provide an opportunity for parents and staff to get together and to meet in an informal way.

### Birthday Cakes & Other Food Items

As we have a number of children in school with food allergies, including severe nut and fruit allergies, we must ask parents to refrain from bringing birthday cakes, sweets or biscuits into school and adhere to the school's 'No Nut' policy. A birthday is an important event in a child's life and within the Pre-Prep department we celebrate these in our weekly birthday assemblies.

### Policies and Procedures

The whole school policies and procedures are available for parents to view on request. Additionally it is an Early Years regulatory requirement that West Hill Park provides parents with certain policies and these have been included in this handbook. If you wish to discuss any of the department's policies and procedures please contact the Head of Pre-Prep.

### Fees

For security reasons please take school fees **directly to the Bursar's office**. We ask that the fees are not left in the Pre-Prep or in the children's book bags.

### Appointments

We operate an open door policy and we are always happy to see you. Staff are available before school for a quick chat. If you feel that the issue requires a longer meeting please make an appointment to see either the class teacher or the Head of Pre-Prep.

---

---

“We look forward to welcoming your child into the Pre-Prep and wish them a happy and successful time at West Hill Park.”

*Head of Pre-Prep*

---

---

## Appendix i - ADMISSION POLICY

Children are eligible to enter the Pre-Prep the term in which they are 4 years old, if staff feel they are ready. Children may start younger if they are ready for a more structured learning situation. Children usually attend for the whole day (8.30 am - 3.15 pm Monday to Friday) but can attend mornings only, until they are 5 years old, if required.

Entry into the Pre-Prep is via West Hill Park Nursery or from other nurseries, playgroups, etc.

At times a waiting list operates. Parents are informed of this before registration.

### Entry Procedures to the Pre-Prep Department

- Parents visit the school.
- Parents register by completing Registration form with the Registration fee.
- 12 months prior to the child's entry to the school a deposit is payable.
- An assessment period of a morning for entry into Foundation, a day for entry into Reception and 2 days for entry into Years 1 & 2 is spent in the Pre-Prep before the child are due to start school.
- An assessment is carried out and the social and emotional development of the child is considered.
- If the child is offered a place, the parents and child attend a new parent morning in the Pre-Prep Department. The children go into their new classes and meet the class teachers and the other children. Parents are welcome to stay with their child.
- Parents are invited to attend a drinks evening to meet their child's new teacher this is held during the summer term.
- The parents are sent a Pre-Prep information pack.
- Parents and children are invited to attend the Pre-Prep Sports Day and family picnic afternoon.

The classes are known as:

|            |            |
|------------|------------|
| Foundation | Robin      |
| Reception  | Owl        |
|            | Woodpecker |
| Year 1     | Lark       |
|            | Swift      |
| Year 2     | Magpie     |
|            | Kingfisher |

---

---

## Appendix ii - EQUAL OPPORTUNITIES POLICY

### Statement of intent

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability.

Our school is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

### Aim

We aim to:

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued
- include and value the contribution of all families to our understanding of equality and diversity
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- make inclusion a thread that runs through all of the activities of the school

The legal framework for this policy is:

The Equality Act 2006

Disability Discrimination Act (DDA) 1995, 2005

Race Relations Act 1976

Race Relations Amendment Act 2000

Sex Discrimination Act 1976, 1986

Children Act 1989, 2004

Special Educational Needs and Disability Act 2001

### Method

In order to meet our legal duties, promote equality and inclusion in our school and value diversity we follow these procedures:

*Admissions*

- Our school is open to all members of the community.
- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equality and diversity policy and all other relevant policies.
- We do not discriminate against a child or their family, or prevent entry to our school, on the basis of colour, ethnicity, religion or social background, such as being a member of a Travelling

---

---

community or an asylum seeker. The school however has a academic /social assessment process which must be considered at all levels.

- We do not discriminate against a disabled child or refuse a child entry to our school for reasons relating to disability.
- We ensure wherever possible that we have a balanced intake of boys and girls in the school.
- We develop an action plan to ensure that all individuals can participate successfully in the services offered by the school and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

## **Employment**

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.
- All job descriptions include a commitment to valuing equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

## **Training**

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures as required.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

## **Curriculum and environment**

The curriculum offered in the school encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

The environment should be accessible for all visitors and service users. If access to the schools is found to treat disabled children or adults less favourably then reasonable adjustments should be made to accommodate the needs of disabled children and adults.

We do this by:

- making children feel valued and good about themselves
- undertaking an access audit to establish if the school is accessible to all children
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities; e.g. recognising the different learning styles of girls and boys
- positively reflecting the widest possible range of communities in the choice of resources

- 
- 
- avoiding stereotypes or derogatory images in the selection of books or other visual materials
  - celebrating a wide range of festivals
  - creating an environment of mutual respect and tolerance
  - differentiating the curriculum to meet children's special educational needs
  - helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
  - ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning
  - ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages

### **Valuing diversity in families**

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the school.
- We encourage parents/carers to take part in the life of the school and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and families may apply for a bursary from age 7

### **Food**

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

### **Meetings**

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the school.
- Information about meetings is communicated in a variety of ways - written, verbal and if required in translation - to ensure that all parents have information about and access to the meetings.

### **Monitoring and reviewing**

- To review the policy as a whole staff regularly.
- To monitor changes as they occur.
- To discuss the implementation and effectiveness of the Policy.

---

---

## Appendix iii - SAFEGUARDING CHILDREN & CHILD PROTECTION POLICY

### Safeguarding and Child Protection Policy and Guidelines

*“Every child has the right to be protected”*

***“It is everyone’s responsibility to protect children”***

***West Hill Park, as a school and registered charity, has a duty to report to social services any serious concerns regarding children in its care.***

***This document complies with;***

- *DCSF ‘Guidance on safeguarding children and safer recruitment’ 2006*

*Legal Framework*

- *The Children Act – s47*
- *The Protection Of Children Act 1999*
- *Data Protection Act 1999*
- *The Children Act 2004 (Every Child Matters)*

*Guidance*

- *Working Together to Safeguard Children*
- *What to Do If you are Worried a Child is Being Abused*
- *The Framework for the Assessment of Children in Need and Their Families (2000)*
- *The Common Assessment Framework (2005)*

***This policy is available to all parents and prospective parents on request and is available to read on the school website [www.westhillpark.com](http://www.westhillpark.com)***

**APR September 2009**

#### **1.0 Background**

- 1.1 Society has an increasing awareness into the levels of abuse to children that occur. Ofsted and the local authority have been given a mandate to ensure that children are protected from abuse, when it occurs, and also to set up mechanisms to help detect abuse or the danger of abuse to children.
- 1.2 The school is positioned to help both organisations in this large and important task as teachers and other school staff have regular contact with children and are often seen as trusted adults by children including those in the Early Years foundation Stage (EYFS). It is not surprising therefore that a significant number of disclosures from children come to professional people who work in schools.
- 1.3 The most recent surveys suggest that as many as 1 in 6 children are abused and that 1.5% of all children suffer significant harm as the result of abuse.

#### **2.0 The Children Act 1989**

- 2.1 Section 87 of this act: “safeguard and promote the welfare of children accommodated in schools.”
- 2.2 Section 2.2 Guidance: Schools should “develop working arrangements to integrate school practice into locally established child protection procedures.”
- 2.3 Section 2.4.1: Schools need to be concerned with “the health, happiness, and proper physical, intellectual, emotional, social and behavioural development of the child as well as .... protecting him against the risk of suffering significant harm or neglect”
- 2.4 Section 2.6: There should be a member of staff nominated specifically for liaison with the social services over welfare matters.

- 
- 
- 2.5 Section 3.1.4: Staff need to understand the principles and procedures for the care of pupils so that they can respond to a child with confidence.
  - 2.6 Section 3.1.5: New and inexperienced staff should have planned induction, which includes principles and procedures that the school operates.
  - 2.7 Section 3.1.7: All staff need to be made aware of the indicators of child abuse and the procedure for dealing with this.
  - 2.8 Section 3.3.2: A detailed note is to be made when abuse is alleged and the social services must be informed at once.

### **3.0 Basic Principle**

- 3.1 There are 3 main elements to our policy:
  - a. Prevention through teaching and awareness of abuse in all areas of the school (including the early childhood curriculum), the pastoral support offered to pupils and the safe recruitment and training of staff.
  - b. Procedures for identifying and reporting cases or suspected cases of abuse.
  - c. Support to pupils who may have been abused.
- 3.2 Our policy applies to **all** staff and volunteers working in the school and also to Governors.

### **4.0 Prevention**

- 4.1 We recognise that high-esteem, confidence, supportive friends and good lines of communication with a trusted adult can help prevention.
- 4.2 The school will therefore endeavour to:
  - a. Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to.
  - b. Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty.
  - c. Include in the curriculum, activities and opportunities for PSHE and Citizenship, and in the early years, personal and emotional development which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help.
  - d. Include in the curriculum, material which will help children develop realistic attitudes to the responsibility of adult life, particularly with regard to child care and parenting skills.

### **5.0 Procedures**

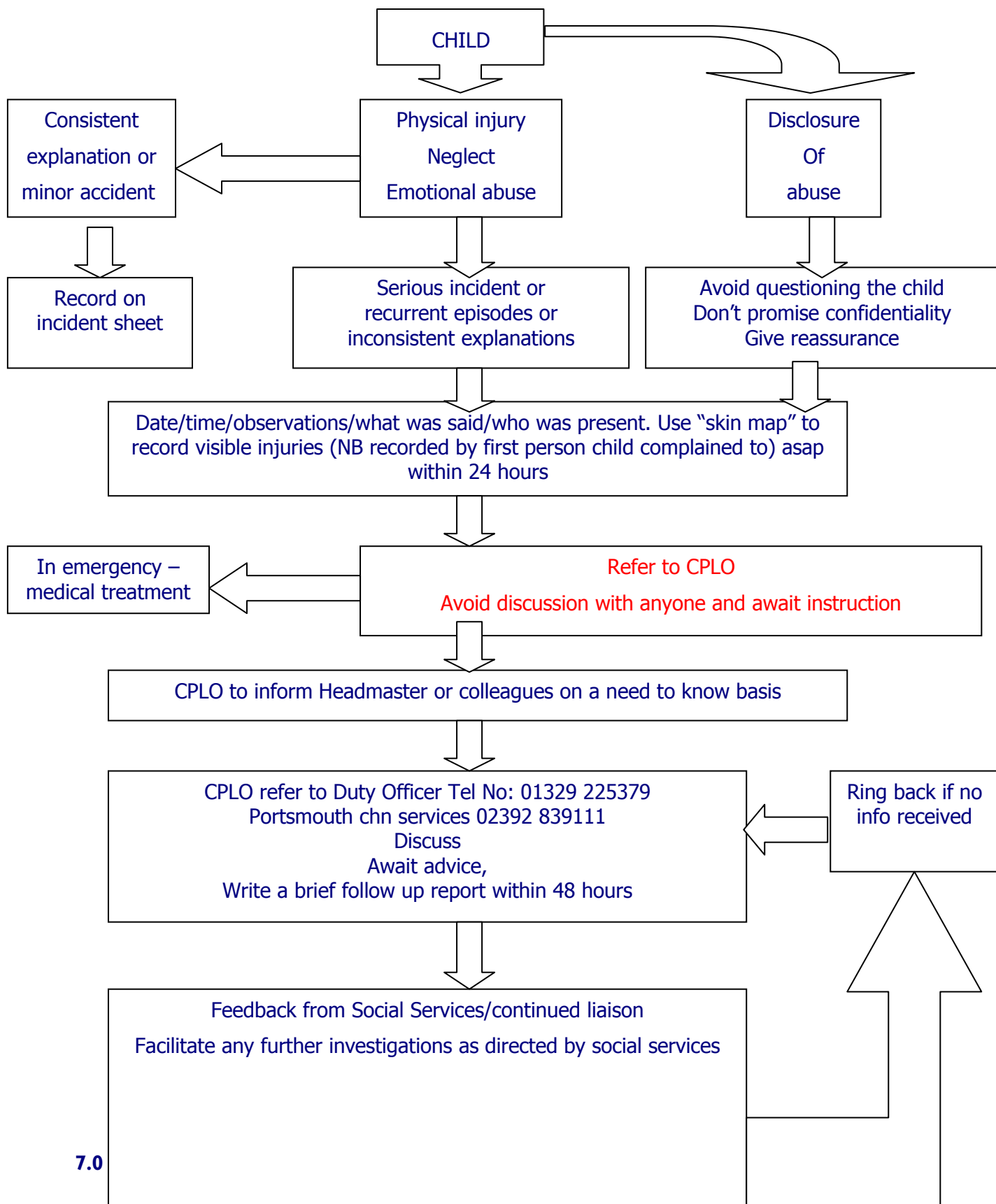
- 5.1 The school will follow the procedures set out by the local safeguarding children board and guidance contained within the document “ What to do if you are worried a child is being abused (copy kept in school).
- 5.2 The school will ensure that it has a designated senior member of staff (with a reserve) who has undertaken training and acknowledge the level of support required by that post holder. This post to be known as the Safeguarding Officer will require training updates at not more than two year intervals.
- 5.3 All Governors will know the name of the Safeguarding Officer, understand the role and appreciate their own responsibility for referring child protection concerns. Governors must also be aware of the procedures laid down in this policy. Governors will receive Child protection training at intervals of not more than 3 years.
- 5.4 All staff will be made aware of the need to be alert to the signs of abuse and how to respond to a pupil who may tell of abuse.
- 5.5 Parents will be made aware of the responsibility placed on the school and its staff in relation to child protection.
- 5.6 The school will provide child protection training for all staff at induction and at intervals of

- not more than three years (this will include all staff and volunteers working on site i.e. support staff and visiting teaching staff). The principle Safeguarding Officers will not exceed 2 years between training updates.
- 5.7 The school will work to develop effective links with relevant agencies and co-operate as required with enquiries regarding child protection matters and will attend case conferences, core groups and review conferences.
- 5.8 Written records will be kept securely about concerns. Notes will include dates, incidents, responses and signatures even if outside agencies do not become involved.
- 5.9 The school will adhere to procedures and advice laid down by the local education authority and safeguarding children's board when an allegation is made against a member of staff.
- 5.10 The school has, and will adhere to, a policy of checks prior to appointment in accordance with DfES circular 11/95 and subsequent government guidelines – 'Misconduct of teachers and workers with children and young people.' See also recruitment policy (HG 1). Where outside organisations are employed, assurances will be sought that the organisation carries out all statutory checks as required by current legislation.
- 5.11 A Governor has been appointed to have responsibility for child protection matters and will ensure that this policy and actions associated with it are efficiently actioned and reviewed annually. Any deficiencies or weaknesses must be rectified immediately.
- 5.12 The school will ensure that the duty of care towards pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards. (See guidance for staff at the end of this policy)
- 5.13 The Safeguarding Officer will seek advice where necessary from local agencies and will where necessary report all concerns to the appropriate agency or L.A.D.O.
- 5.14 If any member of staff or volunteer leaves the school due to reasons of unsuitability to work with children, the school will inform the Independent Safeguarding Authority (ISA) within fourteen days. In the case of a member of staff working within EYFS or boarding, Ofsted will also be informed at the earliest opportunity and at latest within 14 days. In EYFS or boarding, the school will inform OFSTED of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm and abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises and of the action taken in respect of these allegations.
- 6.0 Order of Procedure in the Case of Suspected Abuse or a disclosure.**
- 6.1 Any person suspecting abuse in any part of the school (including EYFS Child's key person and boarding staff) will: notify Safeguarding Officer or the reserve who will be responsible for liaising with local agencies if necessary. Where required, outside agencies will normally be contacted within 24 hours. Karen Ramsay is the Safeguarding Officer and Lesley Johnson has also received training should Karen Ramsay not be the appropriate person to deal with the Incident. The governor with responsibility for CP can also be contacted (Currently Dr S. McLaren)
- 6.2 In all suspected cases a social report form will be completed or a register of events will be started/ added to.
- 6.3 The safeguarding staff will then advise you of your next course of action and inform any other relevant people/agencies.
- 6.4 You may at this stage be asked to keep the child monitored and any changes in the child should be recorded.
- 6.5 **AT NO TIME SHOULD YOU DIRECTLY QUESTION THE CHILD OR APPROACH THE PARENTS OR ANY OTHER MEMBERS OF THE FAMILY UNLESS INSTRUCTED TO DO SO.**

**Child Protection Flow chart for staff to follow if a concern is raised**

**CPLO – Child Protection Liaison Officers**

**Mrs Karen Ramsay or Mrs Lesley Johnson**



7.0

- 
- 
- 7.1 The school recognises that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.
- 7.2 This school may be the only stable, secure and a predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.
- 7.3 The school will endeavour to support the pupil through:
- a. The content of the curriculum to encourage self-esteem and self motivation.
  - b. Provide an ethos which promotes a positive, supportive and secure environment which gives pupils a sense of being valued.
  - c. Emphasising the importance of supporting vulnerable pupils. All staff will adopt a consistent approach which focuses on the behaviour of child but does not damage self-worth.
  - d. Liaison with other agencies who support the pupil such as social services, child and adolescent mental health services, the educational psychology services and education welfare service.
  - e. Keeping records and notifying the appropriate agency of the recurrence of concern.
- 7.4 When a child on the child protection register leaves the school, relevant information will be transferred to the new school. If necessary the safeguarding professional will be contacted. Any notes will be sent directly to the new school's Safeguarding Officer in a separate package and will not be included with any general information sent.

## **8.0 Bullying**

- 8.1 The school's policy on bullying is clear and both children and parents receive regular reminders of the main facets of this policy and advice on avoiding bullying. See bullying policy (PG8 BH22)
- 8.2 Staff should remember that pupils may be involved in abuse of another pupil. Any mistreatment of a child, no matter who the perpetrator is or how old they are, should be managed according to the principles laid down in section 6 of this document or the anti bullying policy whichever is the more appropriate.

## **9.0 Physical Intervention**

- 9.1 The school has a policy concerning physical intervention (restraint policy), which is reviewed every 9 terms.

## **10.0 Allegations against staff/volunteers/Head**

- 10.1 If an allegation is made against a member of staff or volunteer the situation will be dealt with by the Safeguarding Officer and if appropriate the Headmaster and Governor with responsibility for safeguarding. Should the Head or Safeguarding Officer be involved in the complaint, the person will be precluded from involvement. Should the allegation be made against the Safeguarding Officer, the member of staff will take the issue directly to the Head, If the Head is absent the member of staff should immediately report the issue to the Chairman of Governors. Should the allegation be against the Head, the Safeguarding Officer will immediately inform the Chairman of Governors. If either situation arises and the Chairman of Governors is unavailable, the Governor with responsibility for child protection will be immediately informed.
- 10.2 Appropriate agencies will be informed at the earliest opportunity (not longer than 24 hours) and their advice/procedures followed.
- 10.3 It should be remembered that the school has a duty of care to all parties involved including the member/s of staff concerned.

---

---

10.4 Should an allegation be made against a resident member of staff and that member of staff is suspended from duty, arrangements will be made for that member of staff to be accommodated away from the pupils

10.5 As in all cases covered by this policy and subject to 10.2 above, care should be taken to ensure that all actions are proportionate and in line with the guidance of the Local Safeguarding Children's board.

### 11.0 Guidance.

11.1 The following pages give advice to staff on recognising signs of abuse and how to deal with different aspects of child protection. This section includes a section on the signs and symptoms of abuse; **It must be appreciated that a number of these signs usually need to be present before concern is raised with outside agencies. Many of the signs are seen in children every day and can be caused by normal emotions and non-abuse related incidents. Always try to see patterns. Age can also be a factor in identifying normal/abnormal behaviour.**

11.2 The following topics are covered

- a. Categories and indicators of abuse.
- b. Managing disclosure.
- c. Making a referral.
- d. Child protection records.
- e. Guidelines for safe working practice.
- f. Flow diagram for procedure in cases of suspected abuse.
- g. Skin maps for use in reporting physical signs of abuse.

#### 11.2.a Categories of Abuse

The categories of significant harm defined in 'Working together to Safeguard Children' 1999 are used for the Register and statistical purposes

- **Neglect:** The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect, or unresponsiveness to a child's basic emotional needs.
- **Physical Abuse:** May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as fabricated and induced illness or Munchausen's Syndrome by proxy.
- **Emotional Abuse:** The persistent emotional ill-treatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age of developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.
- **Sexual Abuse:** Involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact including penetrative (eg. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

---

---

## 11.2.b Possible Signs of Sexual Abuse

Children under the age of five may:

- Become insecure or cling to parent in fearful way
- Show extreme fear of a particular person
- Cry hysterically when their nappy is changed
- Become hysterical when clothing is removed, particularly underclothes
- Have some physical signs in the genital or anal regions :smell of semen, etc
- Have soreness or bleeding in the throat, anal or genital areas
- Regress to a much younger behavioural pattern
- Behave in a way sexually inappropriate to their age, being obsessed with sexual matters as opposed to normal exploration
- Stare blankly, seem unhappy, confused, sad
- Become withdrawn, stop eating, have chronic nightmares, begin wetting again when previously dry
- Play out sexual acts in too knowledgeable way with dolls or other children
- Produce drawings of sex organs such as erect penises
- Stop enjoying activities with other children, such as stories or games
- Seem to be bothered or worried, but won't tell why as if keeping a secret
- Change from being happy and active to being withdrawn and fearful
- Repeat obscene words or phrases said by the abuser
- Say repeatedly that they are bad, dirty or wicked
- Become aggressive and hurtful
- Act in a sexually inappropriate way towards adults

**Children from ages of five to twelve may:**

- Hint about secrets they cannot tell
- Say that a friend has a problem
- Ask if you will keep a secret if they tell you something
- Begin lying. Stealing, blatantly cheating in the hope of being caught
- Have unexplained sources of money
- Have terrifying dreams
- Start wetting themselves
- Exhibit sudden inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities, such as music, sports, art, scouts or guides, going to summer camp, gym club.
- Be reluctant to undress for gym
- Become fearful of or refuse to see certain adults for no apparent reason; show dislike of a particular baby-sitter, relative or other adult
- Act in a sexual way inappropriate to their age
- Draw sexually explicit pictures depicting some act of abuse.
- Seem to be keeping secret something which is worrying them
- Have urinary infections, bleeding or soreness in the genital or anal areas
- Have soreness or bleeding in the throat
- Have chronic ailments, such as stomach pains or headaches
- Take over the parent role at home, seem old beyond their years (if a victim of incest)
- Become severely depressed, even attempt suicide
- Have a poor self-image, self-mutilate
- Continually run away
- Regress to younger behaviour, such as thumb-sucking, surrounding themselves with previously discarded cuddly toys
- Show discomfort when walking
- Say that they are no good, dirty, rotten

- Be wary, watchful
- Repeat obscene words or phrases which may have been said in the abuse
- Attempt to sexually abuse another child
- Talk or write about sexual matters
- Find excuses not to go home or to a friend's house after school (places where abuse may be happening)
- Act in a sexually inappropriate way towards adults

**Young people from the age of twelve onwards may:**

- Be chronically depressed
- Be suicidal
- Use drink or drugs to excess
- Self mutilate, show self-hatred
- Have unexplained pregnancies
- Experience memory loss
- Become anorexic or bulimic
- Run away frequently
- Be inappropriately seductive
- Be fearful about certain people like relatives or friends
- Assume the role of parents in the house to such an extent that they do all the cooking, cleaning, child-minding and are taking care of everyone's needs except their own.
- Not to be allowed to go out on dates or have friends around
- Have soreness/bleeding in the genital or anal areas or in the throat
- Find excuses not to go home or to a particular place
- Have a recurring nightmare/be afraid of the dark
- Be unable to concentrate, seem to be in a world of their own
- Have 'a friend who has a problem' and then tell you about the abuse of a friend
- Have chronic ailments such as stomach pains and headaches
- Sexually abuse a child, sibling or friend
- Exhibit a sudden change in school/work habits, become truant
- Be withdrawn, isolated, or excessively worried
- Have outbursts of anger or irritability
- Be fearful of undressing for gym
- Have unexplained sums of money
- Act in a sexually inappropriate way towards adults

**11.2.c Possible Signs of Physical Abuse**

- Unexplained injuries or burns, particularly if they are recurrent
- Improbably excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away

---

---

### **11.2.d Possible Signs of Emotional Abuse**

- Physical, mental and emotional development lags
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (eg. rocking, hair twisting, thumb-sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food and clothes

### **11.2.e Possible Signs of Neglect**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour (eg. rocking, hair-twisting, thumb-sucking)
- No social relationships
- Compulsive stealing
- Scavenging for food and clothes

### **11.3.a Managing Disclosure**

Teachers have a vital role to play in both the prevention and detection of abuse. Detection of abuse often depends in the first instance, on suspicion. Teachers and other staff in schools are in a unique position to observe children's behaviour over time, and often develop close and trusting relationships with pupils. School staff may well be the first to suspect that something is amiss when an individual behaves atypically, withdraws from social contacts with others, exhibits anxiety or stress symptoms in school, appears unusually distressed, confused or disturbed.

It is, of course, absolutely critical that all staff are aware of the procedures adopted by the school, key staff to be informed, and the LA's child protection procedures, when disclosure of abuse are made.

A wide range of possible situations can fall into the category of a 'disclosure'. Because it is impossible to know in advance what a child will say, it is advisable to follow the suggestions outlined below. Children will probably tell you about incidents involving bullying or bribes perhaps from peers. However, children who live in abusive situations, commonly ask teachers for help with minor anxieties. It can be a way of seeking out a safe situation in which to confide a major concern.

### **11.3.b. Sharing the Secret**

Children 'tell' in many different ways – through their behaviour, play and creative work, as well as direct disclosure. Young children are more likely to confide, but lack the language. Older children feel that the abuse sets them apart. No-one ever talks about the possibility of incest, for example, which can add to his or her guilt and confusion. Abused children and adults often reveal that they believed they were the only ones to have endured this experience. Our treatment of the issue may collude in this conspiracy of silence and keep victims isolated.

### 11.3.c It is important to remember:

- Most children make some attempt to 'tell' in the early stages of abuse. Often they are not heard. They may never tell again.
- Sexual abuse of a young child within a family only ends when the secret is told. Such abuse can be ongoing over many years. It is rarely a one off event.
- No-one really wants to hear that a child is being abused, but unless someone hears, the abuse goes on.
- Children react in different ways to the same home circumstances. If one child causes concern it is important to discuss the behaviour of other children in the family.

Staff need to share concerns with other staff, monitoring small incidents and be ready to listen to children's problems.

### **It is not, however, the responsibility of teachers and other staff to investigate suspected abuse.**

Care must be taken in asking and interpreting children's responses to questions about indications of abuse.

Staff should not ask the child leading questions as this can later be interpreted as putting ideas into the child's mind

The chief task is to listen to the child and not interrupt if he or she is freely recalling significant events and to make a note of the discussion to pass on to the designated member of staff. The note should record the time, date, place and people who were present, as well as what was said.

**STAFF IN SCHOOL SHOULD NEVER GIVE UNDERTAKINGS OF ABSOLUTE CONFIDENTIALITY TO A PUPIL.**

Extra care should be taken to interpret correctly apparent signs of abuse and neglect in children with SEN. Schools should try to create an atmosphere in which pupils with SEN feel confident and able to discuss these matters.

### 11.3.d When a child 'tells'

If a child discloses directly, remember that it has taken a lot of courage to get to this point and your response is crucial. The child has chosen you as someone they trust.

- **Listen seriously** : abused children are often threatened by the perpetrator that they will not be believed. Listen without value judgements and show the child that you take their problem seriously. Tell the child that you believe him/her. Choose a place to talk where you will not be interrupted.
- **Reassure the child**: the threats that children live under to keep the secret are very powerful and they will be frightened of the consequences of telling. Reassure the child they have done the right thing. Tell them they are not to blame. Offer ongoing support.
- **Empathise** : don't tell the child how they should feel. Validate their feelings and just listen. Avoid asking questions but feedback what they say if you need to respond verbally.

Following a disclosure, you need to immediately talk to the designated safeguarding staff and complete a written record. (refer to recording section)

### **SUMMARY**

- Listen carefully to what is said
- Ask only open questions such as : how did that happen? What was happening at the time? Anything else you want to tell me?
- Do not ask questions which may be considered as suggesting what might have happened, or who has perpetrated the abuse
- Do not force the child to repeat what he/she said in front of another person
- Do not promise to keep the information secret: breaking a child's confidence would be inappropriate, it is better to say that you might have to tell someone
- Make notes of the details of the disclosure using the child's words where possible

---

---

## 12 Making a referral

12.1 When a member of staff has reported a case of suspected abuse, disclosure or child in need concern to the Safeguarding Officer he/she should refer the case to, or discuss it with the investigating agencies. If the Safeguarding Officer is unsure about whether a case should formally be referred, he or she can seek advice from the 'Local Authority's Designated Officer' (LADO) for Child Protection or the local Social Services department. Where the Safeguarding Officer is not the head teacher, he/she should normally keep the head teacher informed of a case.

12.2 When making referrals regarding a child concern, (whether they are in need of support or protection) to an outside agency, the Safeguarding Officer should ensure that they have, where appropriate and safe to do so, discussed their concerns with parent(s)/person(s) with parental responsibility/young person and sought their agreement to make a referral.

**The only exceptions to this, would be where seeking parental consent would put a child at further risk of abuse/significant harm.**

12.3 If consent to referral is not given, the Safeguarding Officer may wish to consult with the LADO, who will assist in ascertaining whether the threshold for child protection enquiries has been met, or whether any further action should be taken by the referring agency or themselves.

12.4 When making a referral the Safeguarding Officer teacher should state to the LADO or SSD team member that he/she wishes to make a child protection referral. The following information may be required:

- Child's full name
- Date of birth
- Home address and telephone number
- Parents/carers name(s)
- Child's GP
- Details of the reason for the referral
  - \* the context and time
  - \* the sequence of events/concerns
  - \* the child's actual words if possible
  - \* any previous concerns
- Your name and position
- School name and address
- School telephone number
- Whether parents/carers have been notified of the referral/permission sought.

12.5 A referral should be made as soon as possible after concerns have been raised, and always during the same working day. Telephone referrals should always be followed up by a written referral, a copy of which should be sent under confidential cover to the LADO.

## 13. Child Protection Records

### 13.1 Keeping Records

Child protection records should be kept securely locked and are exempt from the disclosure provisions of the Data Protection Act 1984. For manual records, the Education (School Records) Regulations 1989 exempt information relating the child abuse from the requirement of disclosures.

Schools should be notified by Social Services when a child on the Child Protection Register starts the school, or if a pupil's name has been placed on the register, or if removed from the register. It is the school's responsibility to pass this information on immediately if a child transfers to a new school.

#### 13.1a Specific Concerns

Any member of staff who has a concern about a child should make a written note. This must be passed on to the designated person (although a personal copy may be kept in a secure place). The note should be timed, dated and signed, with your name printed alongside the signature.

---

---

**Notes must be made as soon as possible and certainly within 24 hours of the incident giving rise to concern.** (This is important, in case the note is needed for submission to court)

The form included here may be helpful to reproduce for staff. Notes should:

- Be factual
- Use a child's own words where possible
- Be a record of what you saw and heard

Professional opinions are acceptable but only if you state the facts or observations upon which your opinion is based.

### **13.1.b Naggling Doubts about a Child's Safety and Welfare**

- Sometimes, things which seem to be insignificant or trivial at the time, turn out to be vital pieces of information later.
- If there has been no specific incident or information, make a written note. Try to identify what is really making you feel worried
- Date, time and sign the note. Print your name alongside your signature.
- Pass the note to the Safeguarding Officer. You may keep a copy in a secure place.
- Monitor the child. Record observations as factually as possible.
- If several notes have been made about the child, the Safeguarding Officer should seek advice through an 'early warning' meeting or from the LADO.
- Copies of Child Protection information should be kept by the school until the child's 24<sup>th</sup> birthday

### **13.2 Auditing Child Protection Files Kept by the School**

The Safeguarding Officer should, as good practice, carry out an occasional audit of the school's child protection files to ensure that adequate records are being kept in an appropriate manner. The Education Child Protection Service may be able to assist with this task if requested.

The check should cover the following:

- Note or symbol on child's regular school file
- File cross-referenced with other family members, if appropriate
- Cross reference to additional files, if appropriate
- Records and notes typed or written in legible handwriting
- Incident date (including year), time, place
- Name, address and d.o.b of child(ren) concerned recorded on each sheet
- Factual outline of incident/concern/allegation/disclosure
- Opinion substantiated, if given
- Clear names, job titles of staff involved
- Signature, printed name, job title of person making record
- Note of action taken, and with whom information was shared
- Note of copy sent to Social Services and the LEA, as appropriate

---

---

**FRONT SHEET : CHILD PROTECTION RECORD**

Date file started \_\_\_\_\_

Name of child \_\_\_\_\_

Any other names by which child known, if relevant \_\_\_\_\_

Date of birth \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_ Post code \_\_\_\_\_

Telephone number \_\_\_\_\_

Other family members

(include full name, relationship eg. mother, stepfather, etc. For UI8's include age, if known)

Any other Child Protection files held in school relating to this child or another child closely connected to him/her?

YES/NO

If yes, which files are relevant \_\_\_\_\_

\_\_\_\_\_

Name and contact number of key worker (Social Services), if known

Name and contact number of GP, if known

---

---

### **13.3 Monitoring**

Schools should monitor pupils whose names are on the Child Protection Register in line with what has been agreed in the Child Protection plan. Parents/caters should be made aware of the school's Child Protection Policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the child.

#### **13.3.a Guidelines for monitoring**

##### **When?**

When there is concern in school about

- Marks on the body
- Unusual/different behaviour (including academic functioning)
- Mood changes
- Puzzling statements or stories by a child
- Information from others
- If requested by another agency e.g. following a case conference

##### **Who?**

- Teachers
- Other school staff
- Other LEA staff in regular contact with the child

##### **What?**

- Patterns of attendance
- Changes in mood
- Changes in classroom functioning
- Relationships with peers and adults
- Behaviour
- Statements, comments, stories, 'news', drawings
- General demeanour and appearance
- Parental interest and comments
- Home/family changes
- Medicals
- Response to PE/sport
- Injuries/marks, past and present

##### **How?**

School policy decisions needed on:

- Who decides when to start/finish monitoring?
- Where information will be recorded and in what form?
- Who will see it?
- Who will contribute information?
- Who will collate information?
- Who will decide on further action, eg. contact with parents/carers, social worker?
- Training for staff

---

---

## **14. Preventative Approaches**

Through the curriculum children can be taught about the risks of different kinds of child abuse and be equipped with the skills they need to help them stay safe.

A Child Protection programme should seek to support the child's development in ways which will foster security, confidence and independence. It should be regarded as central to the well-being of the individual and is, therefore, seen to be an intrinsic part of all aspects of the curriculum. The most appropriate approach is skills based, set alongside a knowledge component, with an emphasis on helping children to develop the personal and social skills they need to keep themselves safe and to become responsible and independent adults.

Child Protection can be interwoven with many aspects of the existing curriculum. It can help children to

- Promote their understanding of relationships, the interaction between relationship and the key concepts.
- Increase self esteem and awareness
- Make judgements and problem solve
- Be assertive
- Recognise, accept and express feelings
- Explore the nature of trust
- Identify 'okay' adults within personal safety networks
- Take decisions and accept responsibility for self and others
- Be self-reliant and independent

A supportive school ethos can encourage children to feel safe and to talk about their feelings. It can

- Reduce isolation in the emotions they experience
- Relieve tension by enabling children to talk and be listened to
- Provide an opportunity to develop and appropriate vocabulary, making violence less likely as a way of expressing needs
- Allow children to perceive situations more clearly for planning an action or change
- Make children feel protected by a 'listening environment'. Abusive situations at home or school thrive on secrecy.

All children need to know what to do in case someone tries to harm them. Knowing that in the vast majority of cases, children are abused or harmed by someone they know, teaching children to avoid dangerous situations, to recognise inappropriate touching, can encourage them to trust their own judgement and to feel safer, more aware and confident.

### **14.1 Role of the Safeguarding Officer**

Their role is key to ensuring that proper procedures and policies are in place and are followed with regard to Child Protection issues.

Every school should appoint a senior teacher as a Child Protection Safeguarding Officer, all members of staff should be aware of who this person is and what their role is. They should act as a source of advice and coordinate action within the school over cases of abuse or children in need. They will need to liaise with appropriate agencies and should build a good working relationship with colleagues from these agencies.

They should possess skills in recognising and dealing with child welfare concerns. Appropriate training and support will be given. The Safeguarding Officer will be the first person education staff report cases to; it is then the responsibility of the Safeguarding Officer to discuss the situation with the relevant agencies.

Schools should have arrangements in place for when the Safeguarding Officer is absent.

The Safeguarding Officer is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by their local safeguarding board and LEA. They must be able to deal with allegations made against members of staff.

---

---

To be effective they must:

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Social Services and other relevant agencies over cases of abuse and allegations of abuse, regarding both children and members of staff.
- Ensure each member of staff has access to and is aware of the school's Child Protection Policy. This is essential in respect of staff that are perhaps part time or work with more than one school, such as peripatetic music teachers, trainee teachers and supply teachers.
- Liaise with the head teacher (if not the head teacher) to inform him/her of any issues and ongoing investigations and to ensure there is always cover for the role.
- Ensure the school's Child Protection policy is updated and reviewed annually and work with the designated Governor for Child Protection regarding this.
- Be able to keep detailed, accurate, secure written records of referral/concerns
- Ensure parents see copies of the Child Protection policy in order to alert them to the fact that the school may need to make referrals. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action if the school does have to take appropriate action to safeguard a child.
- Where children leave the school roll, ensure their file is transferred to the new school as soon as possible (this can be done electronically). If a child leaves and the new school is not known, the DCSF should be alerted so that these children can be included on the database for lost pupils.

Safeguarding Officers also have an important role in ensuring all staff and volunteers receive appropriate training. They should:

- Have received training in how to identify abuse and know when it is appropriate to refer a case together with having a working knowledge of how ACPS's operate and the conduct of a Child Protection case conference and be able to attend and contribute to these when required.

#### **14.2 The role of the Governing Body**

The Governing Body of a school must:

- Sanction the Child Protection policy, review the policy annually, monitor and evaluate its effectiveness and be satisfied that it is complied with
- Ensure that a Safeguarding Officer together with a nominated Governor for Child Protection are in place
- Ensure that there are safe and effective recruitment policies and disciplinary procedures in place which adhere to The Education (Prohibition from Teaching or Working with Children) Regulations 2003.
- Recognise the importance of the role of the Safeguarding Officer and support them, ensuring the training necessary to be effective is undertaken and appreciate the additional duties taken on by the member of staff when carrying out this role especially when there are on going Child Protection issues.
- Recognise the contribution the school can make to helping children keep safe through the teaching of self-protection skills and encouragement of responsible attitudes to adult life through the PSHE and Citizenship curriculum.

#### **14.3 The Role of the Head Teacher**

Head teachers need to :

- Put in place procedures for handling cases of suspected abuse, including allegations against staff and volunteers, which are consistent with those agreed by the local Area Child Protection Committee and easily available to all staff and volunteers for reference.
- Liaise with the nominated Governor on Child Protection issues and school policy.
- Appoint a Safeguarding Officer to co-ordinate action within the school and liaise with other agencies on suspected abuse cases.

- 
- 
- Ensure that the Safeguarding Officer receives appropriate training and support
  - Understand the role of the Safeguarding Officer
  - Ensure that all staff know and are alert to signs of possible abuse and know what to do if they have any concerns or suspicions
  - Make parents aware of the school's Child Protection policy
  - Work with local partners such as the LEA and Social Services Department to create a safe environment for children at the school.

## **GUIDANCE FOR SAFE WORKING PRACTICE**

### **Introduction**

All adults who come into contact with children and young people in their work have a duty of care to safeguard and promote their welfare.

The Children Act 2004 places a duty on organisations to safeguard and promote the well-being of children and young people. This includes the need to ensure that all adults who work with or on behalf of children and young people in these organisations are competent, confident and safe to do so.

There are some specific issues and responsibilities which flow from this general legal framework. These relate not only to child protection and the promotion of child welfare, but also to the need for staff to protect themselves as professional people. Staff can sometimes appear unclear about what is acceptable and what is unacceptable in terms of professional good practice. It is appropriate to include this guidance in the belief that it will assist staff to work safely and professionally.

The sections which follow are intended as a summary of the published document **“Guidance for Safer Working Practice for Adults who Work with Children and Young People” (November 2007)\*** and some guidance on other key issues.

This guidance will be reviewed annually.

### **Duty of Care**

All members of staff have a legal ‘duty of care’ towards children under their protection. This involves a duty to keep young people safe and to protect them from emotional and physical harm. This means that they must always act, and be seen to act, in the child’s best interest, avoiding any conduct which would lead any reasonable person to question their actions. In relation to the handling of risks, the law requires that prudent and reasonable precautions be taken in relation to foreseeable harm. Risk assessments are required of us in order to fulfil that obligation. The concept of what is ‘reasonable’ to expect is important in any legal consideration of a duty of care,

### **Position of Trust**

All adults working with children and young people are in positions of trust in relation to those in their care. This is not a relationship of equals, and adults clearly cannot use their position of authority either for their own personal advantage or gratification, or to intimidate, coerce or undermine children. For instance, under The Sexual Offences Act 2003, where a person aged 18 or over is in a position of trust with a child under 18, it is a criminal offence not only for that person to engage in sexual activity with or in the presence of that child, but also to cause or incite that child to engage in or watch sexual activity. *(There are exceptions in the latter for those involved in delivering biology lessons or health education. It should be remembered that these areas of study can lead to discussions of a sexual nature. This requires careful planning and judgement which takes into account the context and aims of the lessons. It should also be noted that under the provisions of the Equality Act 2007 it is illegal to discriminate on the grounds of sexual orientation and staff must ensure that they show no discrimination in either their teaching or pastoral duties.)*

### **Propriety and Behaviour**

Staff should adopt high standards of personal conduct in order to maintain the confidence and

---

---

respect of their peers, pupils and parents. An individual's behaviour, either in or out of school, should not compromise his or her position within the school. This means that staff should not behave in a manner which would lead any reasonable person to question their suitability to work with children. In addition staff must be even-handed, consistent and unambiguous in the way they treat pupils, avoiding any actions that would be considered 'unprofessional'. For instance the verbal slighting in public of a pupil (or other member of staff) whether intended or unintended, would be regarded as unprofessional. Staff should report to the Headmaster or Deputy Head and record any incident where their behaviour has been such that it might be misinterpreted by others.

### **Dress and Appearance**

A person's dress and appearance are matters of personal choice and self-expression. However, colleagues should ensure that their appearance in school promotes a positive and professional image, is appropriate to their role and status, and is in line with published guidance. Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegation.

### **Gifts, Rewards and Favouritism**

Rewards should be given in line with accepted practice and anything that might be considered to fall outside the norm should be discussed in advance with the Senior Management Team. Staff should exercise care when selecting pupils for specific activities or privileges, in order to avoid perceptions of favouritism or unfairness. Staff are able to receive tokens of appreciation from pupils or parents, but they should not accept any gift that might be construed as a bribe or lead to an expectation of preferential treatment.

### **Infatuations**

Occasionally, a pupil or pupils can develop an infatuation with a member of staff, who, as soon as they become aware of any such development, should discuss the matter with the Headmaster or Deputy Head so that the appropriate course of action may be taken.

### **Communication with Pupils**

Staff should be circumspect in their use of technology when communicating with pupils, so that there is no room for misinterpretation. Any communications should be transparent and open to scrutiny. Personal contact details, such as a private email address or private mobile telephone number, should not be given to pupils, nor should internet or web-based communications be used to send personal messages to pupils. Particular care should be taken if using web based social groups such as Facebook.

### **Social Contact**

Staff should maintain appropriate personal and professional boundaries in any social contact with pupils or their families. Any concerns should be discussed with the Headmaster or Deputy Head.

### **Sexual Activity**

Sexual activity between pupils is illegal, (as it is between staff and pupils) and staff must not allow any such activity occur. If staff become aware of any sexual activity involving pupils they must immediately report it to the Headmaster or Safeguarding Officer.

### **Physical Contact**

There are occasions when it is entirely appropriate for staff to have physical contact with pupils, but it is crucial that it should be appropriate to their professional role. It is not possible to be specific about all situations, since it varies according to the particular set of circumstances, but a general culture of 'limited touch' should be adopted. Staff should be aware that even well intentioned physical contact may be misconstrued, that children should never be touched in such a way that could be viewed as indecent, that they should never indulge in horseplay, tickling or 'play fights' with children and that all physical contact will be open to scrutiny. In sport, physical contact with pupils should never be seen as putting them in any danger or not paying due regard to the wider duty of care. It is vitally important that staff report to the Headmaster or Deputy Head and record any incident which has the potential to be misconstrued. The school's policy on physical restraint of

---

---

pupils is contained elsewhere.

### **Privacy**

All pupils have the right to personal privacy. Staff should always knock before entering a dormitory and announce their arrival before going in to any area where pupils are or are likely to be changing. Pupils must be allowed to make private phone calls and private correspondence should not normally be read.

### **Behaviour Management**

Praise and encouragement should be used to reward good behaviour and achievement. Poor behaviour needs to be treated appropriately and according to the published guidelines. Staff should also be clear about the different levels of sanctions and their responsibilities in this context. The promotion of good behaviour and discouragement of bad behaviour are the general responsibility of all members of staff.

### **One to One Situations**

Staff working in one-to-one situations with pupils are potentially more vulnerable to allegations. It therefore makes sense to plan and conduct such meetings to ensure that the security of both pupils and staff is met. It is recommended that notes are kept of any meeting likely to be difficult, and consideration given to having another member of staff in the room or close by. If any pupil becomes distressed or angry in any such meeting, this should be reported to a member of the Senior Management Team. Where appropriate, doors should be left ajar or open and curtains should not be closed.

### **Transporting Pupils**

There are many occasions when staff transport pupils, either in school minibuses or their own cars. No alcohol should be consumed prior to driving; if faced with a sudden emergency when you may have been drinking and not expected to drive, take a taxi. It is your responsibility, when using your own car, to ensure that the vehicle is safe and meets all legal requirements, including properly working seatbelts. Never exceed the maximum capacity of the vehicle or drive for hours longer than are reasonably considered safe. If you are transporting a single pupil, it is sensible to seat them in the back seat, and advise another member of staff about the arrangement.

### **Photographs and Video**

This is a difficult issue which stems from public concern that recorded images of children have the potential to be misused for pornographic or 'grooming' purposes, and from the need to defend those rights of privacy and data protection which any individual should enjoy. Any such image-recording activity needs to have a clear purpose, and consideration should be given to what will happen to the images when the activity finishes. Staff should be particularly sensitive to children who are clearly uncomfortable with being filmed or photographed and realise the potential for misinterpretation of their activity. It is not appropriate for staff to take photographs of children for their own personal use. There are no circumstances that justify staff having indecent images of children, because accessing, making and storing such images is illegal. Staff must not use school equipment to access pornography, nor must they have in school any personal equipment containing such images or links to them.

### **Whistle-blowing**

The school has a policy for dealing with concerns raised in good faith.

## **OTHER KEY ISSUES**

### **Knowledge of School Policies**

The school is required by law to have certain policies, and others have been produced in response to issues over time. These policies are contained within the Staff Handbook and other specific

---

---

handbooks. It is unrealistic to expect staff to have a detailed knowledge of all the policies, but they should know of their existence and be ready to refer to them as appropriate. There are, however, certain policies which need to be well known by all members of staff. Of these, the most important are the *Anti Bullying Policy* and the *Child Protection Policy*. Child Protection and anti-bullying are the business of every person in a position of responsibility in the school.

### **Child Protection Policy and Allegations against Staff**

It is a regrettable fact that any member of staff is potentially vulnerable to allegations of physical, emotional or sexual abuse against children. The School's Child Protection Policy is required to make reference to action to be taken when such an allegation is made. Staff should be aware that guidance and support will be made available to them during investigation or suspension while allegations against them are being investigated.

### **Issues of Confidentiality and Media Relations**

Staff may be party to confidential information about the school and its business. This might include personal details of parents, pupils and staff or financial information and marketing plans. You should not disclose such information either intentionally or inadvertently other than in the proper course of your employment with the school. You should also take care that any electronically stored confidential information which is taken off the school premises is kept safe and secure at all times.

Any press or other medial enquiries concerning school business should be passed on to the Headmaster or Senior Management Team

**APR September 2009**

## Appendix iv -PLAY POLICY

“Play is the highest form of learning in early childhood” - Tina Bruce Learning Through Play 2001

### Statement of Intent

At West Hill Park Pre Prep, we believe that play is the key way in which young children learn with enjoyment and challenge.

It is the primary means through which children learn about themselves, about others and about the world around them.

The QCA Guidance for the Foundation Stage states quite clearly that children of this age learn best through play.

|  |
|--|
| “Play is a child’s life and the means by which he comes to understand the world he lives in” |
|--|

|  |
|--|
| Susan Isaacs ‘Social Development in Young Children’ 1933 |
|--|

|  |
|--|
| Article 44 in ‘The International Charter of Human Rights’ states that it is a child’s right to play “For children it is their serious work, not an alternative activity” |
|--|

|   |
|---|
| A Framework for the Foundation Stage Cambridgeshire County Council 2000 |
|---|

It is crucial that children direct their own play and for this they need time and space in order to become deeply involved in their learning.

Members of staff work together to plan for indoor and outdoor play based on their ongoing observations of the children and their interests.

A range of appropriate materials and equipment is freely available to enable independent and active learning.

Sometimes their play will be boisterous, sometimes quiet and reflective.

Staff work alongside children whilst they play, observing, supporting and extending the learning (See Appendix I - ‘The Adults Role’).

### Through their play, children :

- make informed choices and become confident autonomous learners
- work at their own pace in a non-competitive environment
- achieve success and acknowledge failure as part of the learning process
- learn how to express and deal with their emotions and behaviour appropriately, express fears, take risks and make mistakes in a controlled and safe environment
- develop their self esteem and develop a sense of personal identity
- grow, develop and change
- increase their ability to understand and use language effectively
- explore, develop and represent learning experiences which help them to make sense of the world
- practice and build up ideas, concepts and skills
- learn to understand the needs of others, beginning to develop ideas about fairness and justice
- be alone, alongside others or co-operate as they talk and play
- think and act creatively and imaginatively
- investigate and solve problems

### Play fosters positive attitudes so that children can:

Imagine Show emotions Co-operate Share  
Communicate Negotiate Be motivated  
Practice Consolidate Extend Reflect  
Draw conclusions Concentrate Persevere  
Explore Experiment Investigate Question  
Predict Have fun!

---

---

|  |
|--|
| “In play, under a table or up a tree, alone or in groups, expressing themselves in words or with blocks, or music or miniature world materials, children think and feel and act in ways of the utmost importance for their learning” |
|--|

|  |
|--|
| Mary Jane Drummond ‘Play Learning and the National Curriculum – some possibilities’ 1996 |
|--|

### **Appendix I**

#### The Role of the Adult

Adults support children by becoming actively engaged in:

- listening to children and responding to their needs extending and supporting children’s learning through their own spontaneous play
- providing a wide variety of learning experiences including those from real life
- supporting and extending children’s responses through an environment planned and resourced for rich, exciting and challenging play
- using encouragement and positive feedback to enable children’s self confidence to grow and to enable them to develop ways of solving problems
- giving verbal feedback and using open-ended questions, thereby extending and developing children’s language and communication in their play
- interacting with children, when appropriate, to stimulate their imagination and to extend their thinking, reasoning, problem-solving and understanding
- sharing and respecting children’s creative thinking and feelings about their experiences and activities

---

---

## Appendix v -EARLY YEARS FOUNDATION STAGE POLICY

'The environment supports every child's learning through planned experiences and activities that are challenging but achievable.' EYFS 2008

### Rationale

Early childhood is the foundation on which children build the rest of their lives. It is not just preparation for the next stage, it is vitally important in itself.

The first stage of the National Curriculum is called 'The Early Years Foundation Stage Curriculum' (EYFS) and it prepares children for learning in Key Stage 1. It is divided into the following 6 areas of learning;

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

All the areas of learning and development are connected to one another and are equally important. All areas of Learning and Development are underpinned by the Principles of EYFS.

### Aims

- To provide a safe and caring environment to enable children to learn how to work, play and co-operate with others.
- To help children acquire self-esteem and a sense of identity.
- To help children develop a knowledge of their environment by providing opportunities to investigate, explore and question.
- To develop positive attitudes to learning, self-motivation and independence.
- To enable children to communicate effectively through talking, listening, reading and writing.
- To develop an awareness of the needs of others and an understanding of what is right and wrong.
- To offer a broad and balanced curriculum which covers all six areas of learning and experience and enables each child to reach his or her potential whilst fostering enjoyment in learning.
- To develop a partnership with all those who are involved in the development of the child.

### Curriculum

The Early Years Foundation Stage Curriculum builds on what the children already know and can do. It ensures that all children are included and have access to it. It offers a structure for learning that has a range of starting points and content that matches the needs of young children. This all takes place within a rich and stimulating environment.

### Planning

The Early Years Foundation Stage Curriculum provides the basis for planning throughout the Foundation Stage. Planning can be for the long-/medium-term and show how the Principles of the EYFS will be put into practice. Some planning will be short-term, for a week or a day and will show how we will support each child's learning and development. This planning always follows the same pattern, observe, analyse and use what we have found out about the children in our group/class so that we plan for the next steps in their learning. Babies and young children are individuals first, each with a unique profile of abilities. Schedules and routines should flow with the child's needs. All planning starts with observing children in order to understand and consider their current interests, development and learning.

---

---

## **Starting with the Child**

Observations of the children support and inform our planning and teaching strategies. It helps teachers to understand the children's interests as well as current skills, knowledge and understanding. We observe children to find out about their needs, what they are interested in and what they can do. We note children's responses in different situations. We analyse our observations and highlight children's achievements or their need for further support. We involve parents as part of the ongoing observation and assessment process.

## **Methods of Teaching and Learning**

Teaching and learning in the Early Years Foundation Stage is based on an understanding of how children learn. They learn best through;

- Play.
- First hand experiences which are well-structured and meaningful.
- Interacting with others in a cognitive and reflective way.
- Being physically active.
- Having their interests valued, developed and extended.

The following good practice is adopted.

Adult Directed Activities: Used in group sessions, set up by an adult and adult led. The children are directed to it.

Continuous Provision: Activities which are provided in zoned areas and are always available e.g. mask making, sand, water.

Workshop: Themed learning areas are set up according to need.

Free Flow: Children are able to access both inside and outside learning areas at any time.

Enhanced Provision: Adding something to continuous provision to add a focus.

Child Initiated: Activities chosen by a child from the continuous provision available, enabling the child to take ownership of an activity.

Learning Journey: Recognising the progress that a child is making in their learning throughout life.

## **Assessment**

Assessments are the decisions we make using what we have observed about a child's development and/or learning. One type of assessment often referred to is assessment for learning or formative assessment. It is what we do every day when we observe children and note their interests or abilities. Another type of assessment is used to give a summary of a child's achievements at a particular point in time so that their progress can be tracked. This is known as summative assessment. The EYFS Profile is a summative assessment of each child's achievement at the end of the EYFS. We may be involved in contributing to the Common Assessment Framework (CAF) for a child who has additional needs. The CAF is a standard assessment which gives a full picture of a child's additional needs at any stage. It includes information from the child and their parents and covers all aspects of a child's development including health, education and social development.

## **Safety**

All teaching and learning situations are monitored by the class teachers with reference to the Pre-Prep Health and Safety Policy.

## **Meeting Individual Needs**

Curriculum access for pupils with special educational needs will be met through differentiation of tasks and materials. Children with special educational needs may have individual programmes of work.

## **Equal Opportunities**

Teachers will ensure, through careful monitoring and sensitive intervention, that all children will have equal opportunities to the Early Years curriculum, regardless of gender, cultural differences and ability.

## **Management and Co-ordination**

The Early Years co-ordinator is responsible for the monitoring of this policy and it will be regularly reviewed. The Early Years co-ordinator advises class teachers on matters concerning the Early Years curriculum and liaises with the Head of the Pre-Prep Department.

---

---

## Appendix vi: INTRUDER POLICY

### Statement of intent

West Hill Park Pre-Prep believes that the safety of the children and staff in our setting is of paramount importance. We make every effort to keep our setting secure from intruders.

### Aim

The aim of this policy is to inform practitioners and parent/carers of the procedures to take in the event of an intruder being identified on the premises. All practitioners must be aware that it is their priority to maintain the safety of all the children in their care as well as their own safety and to protect the settings environment and equipment.

### Method

An intruder is an individual in the setting who has not followed established visitor procedures and may or may not be a safety hazard to the setting. Any member of staff who observes an individual in the setting who appears suspicious or out-of-place should either approach the individual [if safe to do so], ask for their name and purpose in the setting or should contact the supervisor for assistance. The person approaching the suspicious individual must determine if the person poses a safety hazard or just needs to be made aware of the settings visitors' policy. While determining the status of a visitor, every effort must be made to ensure the children in our care are safe, feeling secure and where possible, continuing to be engaged in their current activities. If need be the children must be given reassurances as to their own and others safety and well being.

### Procedure

#### Visitor with legitimate business no pass

Identify the person and determine their purpose or need for being in the setting.

Escort person to the Pre-Prep Office and have them sign in as a visitor. Ensure they are aware of the visitor policy for future reference.

Wait until a member of the management team can come to you, if safety issues do not permit you to leave your post.

Review security to determine how the intruder gained entry.

#### Intruder who poses a safety hazard.

- Politely greet intruder, identify yourself and ask purpose of the visit to the setting.
- Ask a colleague to observe your approach to the intruder.
- Explain that all visitors must report to the Pre-Prep Office and escort the person there.
- Depending on the circumstances and the demeanour of the intruder, the Head of Pre-Prep or the Pre-Prep Secretary will make every effort to call the police to report the incident. If the intruder appears agitated or refuses to leave the building in a peaceful manner, endeavour to calm the person by talking in a low calm reassuring voice whilst also trying to gain the attention of another staff member to call the police.
- If the police are called and the individual leaves or attempts to leave prior to the police arriving. Do not attempt to physically restrain the person. Contact the police to inform them that the individual has left the building, the direction and means of transport.
- If the individual stays until the police arrive, inform the officers what has happened that lead to the individual being with you so that they can establish probable cause for arrest for trespassing. Also verbally ask the subject not to return to the School whilst still in the presence of the police.
- Review security immediately
- Log incident and actions as soon as possible

#### Intruder who is armed or otherwise poses a safety hazard.

- Alert all staff members
- Contact the police as soon as possible to report the incident.
- Give operator all the information regarding location of the intruder, a physical and clothing description and the weapon[s] involved.

- 
- 
- Advise the operator what you are doing to ensure the safety of the children and other staff members.
  - Remain on the line until the operator advises you to hang up.
  - Until the police arrive, monitor the location of the intruder.

When confronting an intruder, take another staff member with you. Ask a third staff member who is not involved to contact the Head of Pre-Prep or the Pre-Prep Secretary. Determine who should initiate contact with the intruder and who will be the back-up person. Both staff members should break contact and leave when it is safe to do so. Attempt to direct the intruder to the office away from areas occupied by the children. Use casual conversation or body language to calmly direct the situation. If the intruder refuses to cooperate, do not escalate the situation. If the intruder shows a weapon, assure him/her that it is not necessary for him/her to consider using the weapon.

- Back away slowly and leave the area.
- Both your hands should be up with your palms facing the intruder while slowly backing away.
- Remain calm; do not attempt to disarm the person.

Once the police arrive provide them with the following information

- Location of intruder.
- Description of intruder.
- Any known weapons.
- Any statements made by the intruder.

Be prepared to keep media, parents and other community members out of the setting. The police will secure the building. Contact the press office at national centre if you need help with a press statement.

All other staff members and official visitors should remain in their designated areas with the children unless otherwise directed by the police, reassuring and engaging the children as appropriate.

In any event there will be a thorough investigation of the incident, and a report will be made by all the staff involved.

Inform Ofsted and the settings parents of the incident and the subsequent investigations, with due regard to both data protection and confidentiality policies.

---

---

## Appendix vii: BEHAVIOUR MANAGEMENT POLICY

### Rationale

Children are small people and deserve to be treated as such. Adults cannot expect to be respected by children if they do not respect children.

Children learn by example. The way we speak to and treat the children will be reflected in their behaviour towards their peers and adults.

Discipline is necessary to foster:

- consideration and respect for each individual;
- the welfare and safety of all;
- a caring community with shared values conducive to developing children's characters and education.

### Aims

- The aim of the Pre-Prep Behaviour Policy is to create an atmosphere of trust and order where the children are aware of the needs of other people and the need to have sensible rules that everyone understands.
- To foster a pride in behaviour, work and achievement.

### Approach

Children need to have well defined boundaries and the Pre-Prep staff meets regularly to discuss the Pre-Prep policy so that it is implemented in the same way by all the staff. It is important that all members of staff monitor discipline within the school. Discipline and behaviour are discussed regularly at staff meetings and procedures reviewed.

The PHSE programme of work underpins this approach.

The Head of the Pre-Prep Department talks to the Pre-Prep children to explain the need for rules in a community and discipline within the Pre-Prep department. The children are encouraged to take part in this discussion.

The class teachers reinforce the policy with further discussions in the classrooms and the Head of Department talks to individual classes or year groups as necessary.

Mrs Gill Harris the Head of Pre-Prep has overall responsibility for handling and implementing procedures that may arise due to behavioural issues.

### Playground Procedure

The children are expected to walk in quietly and sensibly.

### Positive Reinforcement

The Pre-Prep staff believe that positive reinforcement of good and polite behaviour should take precedence over reprimanding bad behaviour. Children want to please and should receive encouragement when they do well. If a child does not behave in an acceptable way, physical punishment is never used, nor is it ever threatened. Adults will not shout.

*'Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour should be recorded and parents should be informed about it on the same day'. EYFS Statutory Guidance*

---

---

### **Good News Assembly**

To help foster children's self esteem and pride in what they do, a Good News Assembly is held each week. The children 'show' their work to the other children in the Pre-Prep and receive praise and encouragement from the teachers. The children are selected from each class for achievements during the previous week (good work). A record is kept of each child chosen and every child has a turn each term. The children are given special certificates, which are displayed on the Good News Board within the department and taken home at the end of the week. The parents are sent a certificate from the Head of the Pre-Prep Department to mark their child's award.

### **Golden Book and Assembly**

Positive behaviour is reinforced through the weekly Golden Book and Golden Book assembly. Every week a child is selected from each class for positive behaviour and their name written by their class teacher into the Golden Book. During the Golden Book assembly the children are awarded with a sticker which goes into their individual good behaviour card. When a child has 3 stickers in their card they receive a special Head of Department sticker. The completed card is then taken home and a new card started.

### **Circle Time**

Circle Time is incorporated into the curriculum. Throughout Circle Time issues need to be handled in a sensitive way.

### **Golden Time**

This takes place on Friday afternoons where the children have the opportunity to select special activities. Children are given Golden Time but can lose it if they break the Golden Rules.

The Golden Rules are:

- ❖ We are gentle...we don't hurt others
- ❖ We listen...we don't interrupt
- ❖ We are honest...we don't cover up the truth.
- ❖ We are kind and helpful...we don't hurt anybody's feelings.
- ❖ We look after property...we don't damage things.
- ❖ We work hard...we don't waste time.

Stickers are given for good work. Work is shown to other classes and the Head of the Pre-Prep Department.

### **Monitors**

The Year 2 pupils act as Pre-Prep monitors, which encourages a sense of responsibility in the pupils. Their names and responsibilities are displayed on a board in the hall area, changing on a termly basis.

### **Classrooms**

A well organised and motivating classroom encourages children to be involved in what they are doing and leaves little time for misbehaving. Teachers need to be consistent in their approach to behaviour and actions taken need to be appropriate to the age of the child.

If a child repeatedly misbehaves in the classroom they are asked to work on a table by themselves. Children are not sent to stand outside the classroom where they cannot be seen. The child may be sent to work in another classroom.

If further action is necessary the child misses part of playtime.

The teacher explains to the child why their behaviour is unacceptable and tries to help the child overcome the problems.

If the child persists with poor behaviour they are sent to the Head of the Pre-Prep Department who will talk further to the child.

If the child's behaviour continues to give cause for concern the class teacher sees the parents to discuss a behavioural strategy that can be reinforced at home and school.

---

---

It is important that parents and teachers work together towards similar goals so that the child does not receive mixed messages and differing standards.

### **Bullying**

Members of staff on duty are sensitive to the needs of the children and intervene to help avoid unkind or bullying situations.

### **Incident Report**

In the case of a serious incident occurring, a member of staff completes an Incident Report and marks it for the attention of the Head of the Department if deemed necessary. The Head of Department then records onto the Incident Report the action taken. Copies of the Incident Reports are kept in the Head of Department's office.

Any incidence of bullying in the Pre-Prep is always taken seriously and investigated.

In the first instance the member of staff in charge of the children at the time will investigate the alleged incident straight away. If, however, a child tells a teacher about an incident that took place previously the member of staff will talk to all parties concerned and try to resolve the situation as quickly as possible to avoid any escalation of the situation. If a child is repeatedly involved in bullying incidents the parents are asked to come to school and meet with the class teacher and/or the Head of the Pre-Prep Department. Similarly, the parents of the child who is being bullied are also informed. The staff offer support to all children in any situation where there is contention and help them talk about what has happened and how things can be resolved amicably.

In the event that the situation does not improve over a period of time the Headmaster is informed.

We feel it is important that if a child has hurt or upset another child or adult that they should be encouraged to say they are sorry.

### **Physical Harm**

All children should feel safe at school. In the event of a child deliberately harming another child in an aggressive and physical manner an incident form will be completed and the matter taken up by the Head of the Prep-Prep. Parents will be informed and the children involved will be seen by the Head of the Pre-prep, who will take appropriate steps to ensure the safety of all the pupils within the department.

### **Restrictive Physical Intervention**

Staff should follow the Restrictive Physical Intervention Policy guidelines and procedures.

### **Manners**

Emphasis is placed on good manners. Manners should be taught at home and reinforced and encouraged at school.

- The Pre-Prep children are encouraged to say "good morning" to staff and visitors.
- Children are encouraged to open doors for people and to stand back.
- "Please" and "thank you" are reinforced at all times.
- Children are reminded not to interrupt adults and each other and to wait their turn.

### **Lunch Time Manners**

Children's table manners can differ greatly according to what has been taught at home.

Pre-Prep children are encouraged to:

- use a knife and fork properly and not eat with their fingers;
- sit properly at the table, not on their feet or half-standing;
- eat with their mouths closed;
- not to fidget with things on the dining table;
- walk (not run) in the dining room;

- 
- 
- sit quietly, and not shout at the table or turn round and talk to children on other tables;
  - walk quietly and sensibly around the school.

### **Behaviour in The Swimming Pool**

Good behaviour in the swimming pool is of paramount importance for safety reasons. The children are expected to listen to the swimming teacher and do as they are told. Any misbehaviour reported by the swimming teacher may result in the child or children concerned missing the swimming lesson the following week. The parents are told if this happens.

### **Summary**

Young children are in the process of developing attitudes, personality and character and it is normal for some misbehaviour to occur as they are learning and testing the boundaries of relationships and acceptable behaviour.

A minority of children may cause concern because of repeated misbehaviour or misbehaviour of a serious nature. The reasons for such behaviour are varied and some times complex and may include an inability to cope with school life and work or severe emotional problems brought from home. The teacher “team” concept is of the utmost importance in dealing with these children who may have special behavioural needs and who may require additional resources.

### **Equal Opportunities**

Teachers will ensure that, through careful monitoring and sensitive intervention, all children have equal opportunities regardless of gender, cultural differences and ability.

### **Management and Co-ordination**

The staff will liaise with the Head of Pre-Prep on all matters concerning children’s behaviour.

The named Officer for Behaviour Management in the Pre-Prep Department is Mrs Gill Harris

### **Monitoring and Evaluating The Policy**

- To review the policy as a whole staff regularly.
- To monitor changes as they occur.
- To discuss the implementation and effectiveness of the Policy.

---

---

## Appendix viii – OFF-SITE ACTIVITIES POLICY

### Aims

- Ensure that children have access to a range of offsite educational activities within a supervised and safe environment.
- Make clear the responsibilities of group leaders & other staff when taking children offsite
- Inform governors, staff and parents of the regulations and procedures to be followed when planning an offsite activity.

### Rationale

The school is committed to providing a range of educational visits during the school year to enhance and extend the curriculum. Such visits provide children with valuable first hand experience and opportunities to develop their personal and social skills.

The school recognises the responsibility placed on teachers, who manage and supervise off-site activities. The Pre-Prep has a long tradition of organising educational visits, with an excellent safety record. Staff have always proved themselves to be conscientious, professional and thoroughly trustworthy in their care of the children.

The County guidelines, “Regulations and Guidance for Off-Site Activities and Educational Visits, 2003” and the school’s own procedures and training give staff the security of a clear framework and the confidence to make the correct judgements and decisions. It is not possible to anticipate every contingency, nor should this be tempted. The very point of taking children offsite is to take some risks within a supervised environment to prepare them for the unexpected so that they can take on challenges in later life.

### Planning

As far as possible visits should:

- Be directly related to the curriculum being studied.
- Be appropriate to the age group.
- Take place within normal school hours.
- Be within an hour’s travelling distance from school

### Responsibilities

The Head of Pre-Prep, together with the governing body, is responsible for ensuring that this policy is fully implemented and for agreeing in principle all offsite activities.

The Group Leader is involved in the planning and management of offsite visits, The Head of Pre-Prep is responsible for approving all offsite activities. Before approval is given, the Head of Pre-Prep must be satisfied that the activity is being efficiently and safely organised, will be well supervised and is in all circumstances appropriate. The Head of Pre-Prep will also be responsible for ensuring that related staff training is organised for staff and regularly updated.

Before the visit the Group leader for the visit, in consultation with the Year group team is responsible for:

- Discussing the proposed visit with the Head of Pre-Prep.
- Liaising with the venues to make the necessary bookings and booking transport and informing the kitchen of any food that will be needed
- If required completing a hazardous pursuits form at least 6 weeks before the visit.
- Informing parents by letter requesting consent for their child to be allowed off-site under the care of West Hill Park
- Ensuring that there is sufficient and appropriate adult help to provide the required supervision to enable the children to be safe and to gain the maximum benefit from the

---

---

learning experience. This includes having all CRB (Criminal Record Bureau) records checked for all staff and helpers on a regular basis.

- Making a preliminary visit to the site, carrying out a risk assessment and formulating the emergency plan.
- Completing all the necessary paperwork including the Visit Preparation form and passing a copy to the Head of Pre-Prep for approval.

During the visit all teachers and group leaders (and by extension all adult helpers) are responsible for:

- The good order and discipline of the pupils in line with school rules and expectations.
- The health and safety of all participants
- Being familiar with all practical and safety arrangements.
- Accepting that they at all times should act as a careful parent towards the children in their care.
- Ensuring that the visit is as enjoyable and successful as possible.

---

## Appendix iv – COMPLAINTS POLICY

The School welcomes suggestions and comments from parents and takes seriously complaints and concerns that may arise. Many concerns that pupils and parents have do not necessarily call for complaint, but should still be brought to the school's attention. Help can only be given about issues that are known. This policy is available to the parents of pupils and of prospective pupils. It is applicable to all pupils in the school including those in the EYFS and boarding pupils. A complaint will be treated as an expression of genuine dissatisfaction, which needs a response. The school will endeavour to deal with complaints within a reasonable time and in a courteous and efficient way, and where appropriate, will take action. It is the school's policy that complaints should not rebound on the children.

### Complaints Procedure

1. Wherever possible it is best to raise an issue face to face with the person most closely concerned with the issue. Please make an appointment with the person concerned to allow for a suitable period of time to be available to discuss the issues fully. This normally results in the matter being resolved immediately and to your satisfaction.
2. You may ask for a meeting with a senior member of staff to raise your concern and again the matter will normally be resolved quickly to both parties' satisfaction. In this instance the time frame to manage the complaint will be immediate and feedback will be verbal providing that a satisfactory outcome has been achieved.
3. If your complaint cannot be satisfactorily dealt with on an informal basis, you may make a more serious complaint in writing and the school will;
  - a. acknowledge your complaint in writing within five working days.
  - b. inform you how the matter will be dealt with and how matters will proceed.
  - c. carry out any necessary investigations.
  - d. Send a letter to explain the conclusion to you, along with reasons for it and any action being taken or proposed.
4. Your complaint or concern will remain confidential and all information treated with respect. Knowledge of it will be limited to the Headmaster and those directly involved. The Chairman of Governors may have to be informed.
5. We cannot rule out the possibility of the need to make third parties outside the school aware of the complaint and possibly the identities of those involved. This would only be likely to be necessary where a child's safety is involved or an illegal act has occurred. You will be kept fully informed.
6. Whilst information relating to specific complaints will be kept confidentially on file, we may not be able to pursue anonymous complaints.
7. Action, which needs to be taken under staff disciplinary procedures as a result of complaints, will be handled confidentially within school.
8. A complaint of this nature should be managed within fourteen working days.

### **If You Are Not Satisfied With the Outcome**

1. We hope that you will feel satisfied with the outcome and feel that your concerns have been taken seriously.
2. If you are not satisfied and notify the Headmaster within five days, the Headmaster will advise that you refer the matter to the Chairman of the Governors. Alternatively, you may wish to write direct to the Chairman. The Chairman of Governors will ask for a full report from the Headmaster and will examine all of the facts thoroughly before responding. This may result in a positive solution but if it does not, the Chairman will invite you to a meeting. You may wish to be supported by a friend but legal representation would not be appropriate at this stage. The Chairman of Governors will:
  - a. Acknowledge your complaint in writing within five working days.
  - b. Inform you how the matter will be dealt with and how matters will proceed.
  - c. Carry out any necessary investigations.
  - d. Send a letter to explain the findings and recommendations to you and, where appropriate, any other involved party, along with reasons for it and any action being taken or proposed. This will also be made available within school for inspection by the Headmaster or Chairman of the Governors.
  - e. This should be managed within a period of fourteen days from acknowledging your letter but will be dependent on both parties being available to meet within this period.

3. If this meeting does not bring a resolution you may, within five days, ask for the matter to be referred to a panel of at least 3 Governors who have not been directly involved in the matters detailed in the complaint. In addition to the Governors, this panel will have one more member who is independent of the management and running of the school. It is their task to look at the issues in an impartial and confidential manner. The Chairman of the panel will invite you to a meeting and you will be asked to present any papers you may have for circulation before the meeting. Again you will be invited to bring a friend with you. This panel will:
  - a. Acknowledge your complaint in writing within five working days.
  - b. Inform you how the matter will be dealt with and how matters will proceed.
  - c. Carry out any necessary investigations.
  - d. Send a letter to explain the findings and recommendations to you and, where appropriate, any other involved party, along with reasons for it and any action being taken or proposed. This will also be made available within school for inspection by the Headmaster or Chairman of the Governors.
  - e. This process should be complete within 28 days from acknowledging your complaint.
  - f. Ofsted and/or ISI will, on request, be provided with a written record of all complaints made during a specific period and the action taken as a result of those complaints.
4. If your concern has still not been satisfied you may wish to seek independent legal advice. You may also contact DCSF 0870 0012345, Ofsted 08456 404040 or ISI 020 7600 0100. There are certain circumstances in which the Secretary of State may have an interest and he can be contacted through your local MP. An investigation may be ordered, usually through the Independent Schools' Inspectorate or OFSTED. The address and telephone number of Ofsted and other bodies who may help are displayed in all sections of the school. Parents may contact these bodies at any stage through the complaints process. Ofsted should also be contacted if it appears that there seems to be a possible breach of the EYFS registration requirements.
5. If a child appears to be at risk, the school's safeguarding policy and guidelines will be followed as will the guidelines of the appropriate local authority safeguarding board. In these cases both the parent and relevant staff will work with the school's safeguarding officer, Mrs Karen Ramsay or Mrs Lesley Johnson and also with Ofsted to ensure a proper investigation of the complaint followed by appropriate action.

Written records, statements and correspondence relating to individual complaints will be kept confidential except where the secretary for state or a body conducting an inspection under section 162A of the 2002 Act, as amended, requests access to them. Ofsted and ISI will also be supplied, on request, a written record of all complaints made during any specified period and the action taken as a result of the complaint.

This record will state whether the complaint was resolved at a preliminary stage or progressed to a panel and will be kept for a minimum of three years. All complaints that reach a formal written stage will be recorded in the summary log kept in the Headmaster's study. This log will be made available to parents and inspectors from appropriate bodies such as Ofsted.

In addition to the procedures above

- This policy is available to all staff and boarders
- Boarders and their parents are informed how to contact Ofsted regarding boarding welfare and this information is displayed prominently around the school. Ofsted number 08456 404040
- All written records of complaints are reviewed annually by both the Headmaster and the Chairman of Governors.
- Complaints are resolved either to the complainant's satisfaction, or with an otherwise appropriate outcome which balances the rights and duties of pupils.
- ISI can also be contacted 020 7600 0100