

Ruspini House

The RMS Pre-School for girls & boys aged 2 - 4 years

2011/2012

PARENTS'/CARERS' HANDBOOK

The Royal Masonic School for Girls is dedicated to the education of girls between the ages of 2 and 18 years and of boys between the ages of 2 and 4. RMS provides a supportive environment in which staff and girls discover and develop their talents to the full. RMS is committed to safeguarding and promoting the welfare of children and young people.

Contents

Section 1: Introduction & Welcome

Introduction by Headmistress of Royal Masonic School
History of Royal Masonic School
Ruspini House Mission Statement

Section 2: Routine & Organisation

Achieving Positive Behaviour
Attendance and Absence
Authorisation of Responsibility to Collect Children
Daily Routine
Food and Drink
From Home
Holiday Camp
Medical Matters
Menus
Opening Hours
Parents as Partners
Parking
Uniform and Clothing

Section 3: Teaching & Learning

Assessments
Curriculum EYFS Policy
Environment
Interaction
Planning for Learning
Reports to Schools
Special Educational Needs (SEN)

Section 4: Policies

4a) Anti-Bullying

- Anti-Bullying Policy
- Appendix on Cyber bullying
- Anti-Bullying log

4b) Communications

- Images of Children
- Permission

4c) Complaints Procedure

- Introduction
- Complaints Process
- Aims and Objectives
- Complaints Procedure Step by Step for Parents

4d) Confidentiality

- Information Sharing/Confidentiality Policy
- Policy Statement
- Consent

4e) Equal Opportunities

- Introduction – Valuing Diversity and Promoting Equality
- Children with English as a Second Language
- Policy Statement on the Education of Looked After Children

4f) Health & Safety

- Allergies/Health information
- Asthma Management
- Emergency Contact Details
- Emergency Medical Treatment
- Managing Medicine
- Sun Protection
- Transport Permission

4g) Safeguarding Children

- Child Protection Safeguarding Policy
- Accident Form
- Collection Arrangements
- Incident Form
- Missing Children

SECTION 1: INTRODUCTION & WELCOME



Dear Parents/Carers

**WELCOME TO THE ROYAL MASONIC SCHOOL FOR GIRLS AND RUSPINI HOUSE
PRE-SCHOOL FOR GIRLS AND BOYS**

We are delighted that you have chosen to lay the foundations of your child's education at The Royal Masonic School. We hope that your daughters will continue to take advantage of the RMS experience beyond the age of 4 and that your sons will move on confidently to other excellent local schools.

The RMS ethos is well established and based on fostering the talents of each child as an individual. Each child is nurtured and supported to produce his/her personal best. The curriculum is diverse and children are introduced to a wide range of experiences. All pupils benefit from the beauty and serenity of an exceptionally spacious site. Traditional expectations of behaviour are coupled with forward looking teaching and state of the art facilities.

Ruspini House is the latest episode in the story of a distinctive school with a long and proud history.

Yours sincerely

Mrs Diana Rose
Headmistress

September 2011

HISTORY OF THE SCHOOL

The Royal Masonic School for Girls was established in the late eighteenth century by Chevalier Bartholomew Ruspini to provide an institution in which children who were suffering from some disadvantage might grow up and receive an education within a protected environment. Initially the School was in Somers Place East in Central London. After moves to Wandsworth and Clapham the decision was taken to move out of London. In 1934 it moved to its present site in Rickmansworth Park and the new school was officially opened by Queen Mary. The Junior School remained in Weybridge until 1973 when it joined the Senior School in Rickmansworth. When the School opened in 1788 it had 15 pupils and it has gradually grown to reach the present total of about 800 girls. The School celebrated its bicentenary in 1988 and marks its 75th anniversary on the Rickmansworth site this year.



RUSPINI HOUSE MISSION STATEMENT

Our aim at Ruspini House is to provide a stimulating, happy and caring environment where all children are encouraged to reach their full potential through a healthy balance of learning and play. We focus on each child's individual needs and talents to allow him/her to develop at his/her own pace and be well prepared, therefore, for entry into his/her first school. We are a small, friendly, caring community within the larger RMS family, guided by the same inclusive and nurturing ethos and committed to providing the highest quality education for all children.

Guiding Principles – the importance of play

We know young children learn effectively in a number of ways, including being active, exploring, experimenting, practising and refining, talking and listening, observing and questioning to extend their thinking and knowledge. Playing and talking start at the beginning of a child's life and are brought together through a range of appropriate and progressive activities.

Play underlines a great deal of young children's learning. Play is a powerful motivator, encouraging children to be creative and to develop their ideas, understanding and language. Through play children explore, apply and test out what they know and can do.

Play that is well planned and pleasurable helps children to think, to increase their understanding and to improve their language competence. It allows children to be creative and to investigate materials, to experiment and draw and test their own conclusions. Such experience is important in catching and sustaining children's interests and motivating their learning both as individuals and in co-operation with others.

The importance of verbal interaction

Research points out the enormous importance of talk in children's learning; the quality and quantity of our interaction with all Ruspini House pupils matters. We need to prioritise the cultivation of effective talk. Talking with children reveals their pleasure in exploration and discovery and their joy in sharing their new found knowledge with sympathetic adults in a non-threatening environment. For those children whose mother tongue is not English, support may well be required in facilitating the learning of English and giving access to the curriculum, and this will be recommended as appropriate.

All Ruspini House staff are expected to work with dedication in order to fulfil the Early Learning Goals for each individual child.

Mrs Karen Woodhead
Head of Pre-School
September 2011

SECTION 2: ROUTINE AND ORGANISATION

Achieving Positive Behaviour

At Ruspini House we aim to provide a safe secure and caring environment where children learn to respect each other and the people who look after them.

Staff will endorse, praise and reward positive behaviour through stickers from staff members and the Head of Ruspini House and will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour. Miss Amy Gettings is the designated person responsible for behaviour management issues and she supports and guides the staff in this key area of practice. Punishment must never have an adverse impact on a child's well being.

It is our aim to guide children by example to develop:

- good manners
- politeness
- sharing
- good interaction with their peers
- respect for children, adults & equipment
- social awareness
- environmental awareness

In the event of unacceptable behaviour positive techniques such as re-direction and distraction will be encouraged. Sometimes it may be necessary to remove a child from a particular activity for a short while, this may be used at the discretion of the staff.

Sanctions will always take into account the age and stage of development of the child. A child will never be labelled as bad or naughty and it will always be made clear that it is the behaviour and not the child that is unacceptable.

Under NO circumstances is a raised voice, physical punishment or the threat of physical punishment ever used. In the event of persistent unacceptable behaviour parents will be informed and will be asked to meet with a senior member of staff to discuss their child's behaviour. We will always endeavour to resolve any difficulties and work together to ensure consistency between home and Pre-School. In some cases it may be necessary to request additional advice and support from other childcare professionals.

Restraint

Physical intervention will 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 will be recorded and parents will be informed on the same day.

Admissions

Individual appointments to visit the Pre-School are available daily.

Registration Procedure

1. On receipt of a Registration Form, together with the **non-refundable registration fee**, we will place your child's name on the waiting list for the half term in which they are eligible to enter Ruspini House. It is advisable to register as early as possible after the birth of your child. Pupil numbers will be strictly regulated so that the legally permitted maximum numbers is not exceeded. Places are offered strictly in order of registration. Registering does not guarantee a place in the Pre-School.

Priority without guarantee, subject to places being available, will be given to siblings provided they are registered at least 3 months before the anticipated starting date and their brother/sister is attending the Pre-School when he/she starts. This priority only applies to the offer of a place, not to the allocation of particular sessions e.g. morning/afternoon. Parents wishing to register siblings should do so as soon as possible following birth.

2. An acknowledgement of receipt of the Registration Form will be sent.
3. Confirmation of a place is sent six months before the anticipated starting date.
4. Acceptance of the place in writing must be received within two weeks of the offer being made. Failure to do so may mean the offer of a place being withdrawn.
5. Acceptance signifies the parents' commitment to the place and an agreement to pay the first term's fees for attendance as agreed, even if subsequently the child for any reason does not attend or there is a reduction in the number of sessions. At the time of acceptance, payment of the deposit will be required. The deposit is not refundable if a child is withdrawn before he/she takes up his/her place. (Please refer to the Standard Terms & Conditions on our Registration Form for further details)

Leaving Pre-School

Notice in writing must be given at least one term before the withdrawal of a pupil from the Pre-School. Notice must be addressed to the Head and hand-delivered or sent by recorded delivery to Ruspini House. No other notice will suffice. In the absence of such notice, a full term's fees, less deposit, in lieu of notice must be paid whether or not the place can be filled. (Please refer to the Standard Terms & Conditions for further details).

Settling Children into Pre-School

Ruspini House staff are committed to ensuring that all children are treated with the greatest care and consideration. A new child should feel comfortable, cared for and integrated into the life of Ruspini House as quickly as possible.

Each child will settle in differently and we recognise that the transition to Pre-School will be an individual experience. We recommend that the parent remains with the child for the first five minutes of the session to enable the child to settle. We obviously show flexibility in this

regard and recognise that the process may well be more traumatic for the parent than the child.

It is our policy that, as far as possible, Pre-School sessions will run in the normal way when a parent or carer is present. The parent or carer should be able to see the regular pattern of what happens during the day, how the staff cope with anything unexpected and in particular they should be able to see the level of care received by all children at Ruspini House.

When a child starts at Ruspini House we are happy to receive telephone calls from parents or carers at all times. We fully understand that parents and carers are concerned about their child and are likely to feel upset at leaving him or her in someone else's care. We will aim to alleviate these fears but if a child is very upset it is our policy to inform the parent who may wish to call again for reassurance.

If a child remains very upset we will call the parent or carer and discuss our ongoing concern.

Attendance & Absence

If a child is going to be absent from Ruspini House, parents are asked to contact the office before the session commences by telephone to leave a message to inform us that their son or daughter will not be attending. When a pupil eventually returns to Ruspini House, parents are asked to produce a written note confirming the days on which the pupil was absent and giving an explanation.

This procedure is not necessary in the case of absences which have been agreed in advance. Such absences should be exceptional such as medical appointments. Other appointments should be arranged in school holidays, whenever possible.

Punctuality

The main aim at Ruspini House is to ensure that the children are happy and are not at all distressed. Distress is sometimes caused when their routine is disrupted. Parents are therefore asked to drop children at the correct time for the Pre-School day at 08.45 am. This also applies to the afternoon session when the door will be opened at 12.30 p.m.

When collecting children, parents are asked to wait outside the main door at 12.15pm for those who only attend the morning session and at 4.00 pm for those attending the Pre-School Day. The children will be ready in their coats and brought down to meet their parents outside. Staff will be available to speak to parents if required.

Early and late clubs are completely flexible.

When a pupil is unavoidably late, parents must report to a member of staff upon arrival and complete the late book, giving a reason for their late arrival.

If a child is persistently late or is collected late on 3 occasions, a lateness and collection monitoring form will be kept and recorded on a child's file. If a child arrives or is collected late on a further 3 occasions a formal warning will be given. There will be a five minute leeway and after this time there will be a charge of £1.00 for every minute thereafter, however, during late club there is no leeway and a £1.00 per minute will be charged after 5.00 p.m. if booked until 5.00 p.m. and after 6.00 p.m. if booked until 6.00 p.m.

Authorisation of responsibility to collect children

Ruspini House has clear arrangements with parents/carers for the collection of children at the end of a session. At no time will staff allow a child to go with an unauthorised person unless the authorised person has telephoned the office to state that a different person will be collecting. The password system will be implemented, in such an event and identification will also be requested.

Blue Room Daily Routine

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|----------------------------|--|
| 8.45 | Self-Registration and Child Initiated Play |
| 9.00 | Circle Time and Registration |
| 9.10 | Garden |
| 9.30 | Phonics |
| 9.40 | Adult Led Activity |
| 10.15 – Snack Time | |
| 10.35 | Problem Solving / Number recognition |
| 10.45 | Music and Movement (Nappies if required) |
| 11.00 | Songs and Stories |
| 11.10 | Garden |
| 11.30 | Individual Group Work |
| 12.00 | Story time and Review of day, Circle time activities Wash hands, toilet |
| 12.15 Lunch in hall | |
| 12.15 | AM children go home |
| 12.30 | PM children come into Pre-School |
| 12.45 | All day children return to classroom (Sleep time if required) |
| 1.00 | Individual Group Work |
| 2.00 | Circle Time and Registration |
| 2.15 – Snack Time | |
| 2.30 | Outside Activities |
| 3.00 | Class Group Work (Nappies if required) |
| 3.40 | Story time and Review of day, Circle time activities |
| 4.00 | Home time |

Red Room Daily Routine

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|-----------------------------|---|
| 8.45 | Free play |
| 9.00 | Registration / Circle Time |
| 9.15 | Individual/Group work |
| 9.45 – Snack Time | |
| 10.00 | Adult Led Activity |
| 10.45 | Outdoor play |
| 11.00 | Individual/Group Work |
| 12.00 | Story time, Review of day, Circle time activities Wash hands, toilet. Bags ready for end of morning session |
| 12.15 Lunch in hall | |
| 12.15 | AM children go home |
| 12.30 | PM children come into Pre-School go to Hall. |
| 12.45 | All day children return to classroom (Sleep time if required) |
| 1.00 | Registration / Circle Time |
| 1.15 | Lunch-time Activities |
| 2.00 | Tidy up ready for snack |
| 2.15 - Snack - Time | |
| 2.30 or 2.45 -15mins | Outdoor Play |
| 3.00 | Adult Led Activity |
| 3.40 | Story time and Review of the day. Bags ready for Day Children to go home. Late Club Children to Hall for Tea. |
| 4.00 | Home Time |

Yellow Room Daily Routine

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|----------------------------|---|
| 8.45 | Self Registration and Child Initiated Play |
| 9.00 | Circle Time and Registration |
| 9.15 | Group work |
| 9.45 – Snack Time | |
| 10.10 | Outside Activities |
| 10.35 | Library /ICT |
| 10.55 | Individual Work (Nappies if required) |
| 11.30 | Music & Gym session |
| 11.45 | Story time, Review of day, Circle time activities Wash hands, toilet |
| 12.15 Lunch in hall | |
| 12.15 | AM children go home |
| 12.30 | PM children come into Pre-School |
| 12.45 | All day children return to classroom (Sleep time if required) |
| 1.00 | Individual Work |
| 2.00 | Circle Time and Registration |
| 2.15 – Snack Time | |
| 2.30 | Outside Activities |
| 3.00 | Class Group Work: Cooking/Music/Gym/Creative (Nappies if required) |
| 3.40 | Story time, Review of day, Circle time activities |
| 4.00 | Home time |

Food and Drink

Children will be provided with meals, snacks and drinks that are healthy and nutritious. The weekly menus are displayed outside each classroom, outside the dining hall and on the website. All food is prepared in the Royal Masonic School kitchens which have a 5 star rating from environmental health.

Ruspini House staff will record and act on information from parents regarding their children's dietary needs and food allergies. A vegetarian option is always available to meet the requirements of a range of faith communities.

Food Hygiene

It is a requirement that members of staff have a Food Hygiene Certificate in order for them to be able to serve the children food.

Lunchboxes

For the safety of all children we are a nut free Pre-School, therefore when sending in packed lunches for children during Camp please avoid all food that contain nuts and remember to check all packaging. This includes all chocolate spreads and cereal bars. Please ensure that all lunches are clearly labelled in a lunchbox containing an ice pack.

Birthday Cakes

Birthday cakes are welcomed but once again please check contents. If you are unsure please feel free to discuss this with the Senior Early Years Leader in the red and blue room.

From Home

If your child needs to bring a comforter initially into school he/she is more than welcome, however please ensure they are named and taken home each day. Toys can get lost or broken and this may result in upset. Children are welcome to bring in objects relating to our weekly theme.

Holiday Camp

The holiday camp will operate the same hours as the Pre-School. The routine of the day will vary from term time. We will have outside groups come into Pre-School offering a range of activities.

A packed lunch will need to be provided from home during this time which will be stored in the fridge in the servery. Snacks will be given to the children comprising fruit, vegetables, plain biscuits, toast, milk and water. Water will be available all day.

Medical Matters

Exclusion due to illness

If a child has been sick or he/she has diarrhoea at home in the night and seems to have recovered in the morning they must not be sent into Pre-School. We would like you to keep him/her away for at least 48 hours.

If we believe that any child is suffering from a notifiable disease we will inform Ofsted and take HPA advice and inform Ofsted of any action taken. Equally we will inform Ofsted of any serious accident, illness or serious injury to, or death of any children whilst in our care.

Menus (Example)

Monday

Sausage & Mash with Gravy Or Quorn Sausage
Mixed Vegetables
Chocolate Sponge & Custard

Tuesday

Pasta with Fresh Tomato and Basil
Garlic Bread
Fresh Salad
Homemade Strawberry Mousse

Wednesday

Roast Gammon or Quorn Roast
Roast Potatoes, Peas, Carrots and Gravy
Fruit Flavoured Jelly

Thursday

Honey Glazed Chicken Or Stuffed Tomato
Potato Wedges
Mixed Vegetables
Jam Sponge with Vanilla Custard

Friday

Fish Goujons or Veggie Nuggets
Oven Chips
Peas and Corn
Arctic Roll

Opening Hours of Ruspini House

Ruspini House is open from 8.00 am to 6.00 pm 5 days a week for 50 weeks of the year. We are open for 38 weeks and follow the terms of the main school, but we operate Camp during the school holidays. We are closed for 2 weeks at Christmas.

Parents as Partners

‘Parents are children’s first educators and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children’s development and learning’ as stated in the Department for Education for Skills (DFES 2007).

The one constant element in the child's experience is the parent/carer and the quality of parental involvement or partnership with Ruspini House will determine the effectiveness of continuity for the whole family. The detailed knowledge of their children can give an understanding of previous experiences together with an indication of social and intellectual skills and competencies. Appropriate provision can then be made that reflects and values cultural and linguistic background We understand that the parents/carers are the child’s first educators and we highly value the contribution parents make. Parents can significantly influence their children's learning. This potential contribution needs to be recognised and

acknowledged by parents themselves and staff.

Partnership should be established, recognising a two-way process and giving a free flow of knowledge, information and insight.

We understand the importance that parents/carers have made and will continue to make in educating their children. We work hard with parents in a number of ways:-

- ❑ We have a full induction programme with parents/carers before the child starts at Ruspini House.
- ❑ The children will have the opportunity to spend time with their teacher prior to starting at Pre-School during our Induction Session.
- ❑ We will offer parents/carers regular opportunities to talk about their child's progress and allowing free access to their child's Learning Journey record book.
- ❑ We will encourage parents/carers to talk to their child's teacher about any concerns they may have.
- ❑ We will arrange activities throughout the year that will encourage collaboration between child, pre-school and parents/carers for example, fundraising days, themed activity days, concerts, including Harvest Festival, Nativity, Easter and a leaver's tea.
- ❑ We will have formal meetings per year, in the Autumn, Spring and Summer terms to meet your child's key person to discuss your child's progress and development
- ❑ All staff working with children will aim to develop good relationships with all children, interacting positively with them and taking time to listen. At Ruspini House the Early Years Leaders and staff act as the 'key person' to all children within their class.

We have a good link with the Prep Department of The Royal Masonic School and other local schools. Visits will be made to both boys' and girls' schools to enable us to ensure that we find the most suitable school for your child/children for their next stage of learning.

Parental Involvement will be promoted by

- ❑ sharing knowledge of the child before he/she starts at Ruspini House through visits and written information
- ❑ adults being welcome at each end of session/day
- ❑ encouraging them to discuss concerns, problems, changes involving the child as they occur
- ❑ an understood availability of staff, e.g. beginning/end of every session or by appointment
- ❑ sharing experiences and activities by 'open' days
- ❑ sharing theme and routines and 'happenings' via notice board or newsletter

Parent Helpers

Ruspini House offers a rich experience and at Ruspini House we warmly encourage the development of a three way partnership between pupil, parent and school. There are, many instances when parents can easily involve themselves, ranging from the parents' social evening to formal/informal meetings with members of staff. Support of sports days, plays, fetes and family days, provides fun and opportunity to meet other families. Safeguarding regulations require us to record all parents who visit Ruspini House.

Parents' Social Evenings

Parents are given the opportunity to meet members of staff on a regular basis. We also invite parents to social evenings which give us an opportunity to have an informal chat and enable parents to look through their child's assessment report.

Divorced Parents

Divorced parents of children at Ruspini House should both receive information unless there is a Court Order or specific instructions to the contrary given in writing to the Head.

Parking

It is vital that you park considerately and that you do not double park. We have allocated parking for those with disabilities and we would be grateful if you could keep these free for people who need them. Please do not leave valuables in your vehicle as the Pre-School will not be able to accept responsibility for theft or damage.

Staffing and Ratios

Staffing and ratios will be adhered to as stated in the Early Years Foundation Stage Curriculum Guidance (2007). In our 2 year old classroom the ratio will be 1:4 and in the 3 and 4 year old classroom will be 1:8. Two members of staff will remain with the children at ALL times.

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| Head: | Karen Woodhead – BA (Hons.) Education Studies |
| Red Room: | Heather Newson – NVQ Level 3 Stacey Bent, NVQ Level 5 Emily Green, BA (Hons.) Sociology |
| Yellow Room | Sarah Clarke (Deputy Head) – BA Early Education Studies, EYPS Camelia Mattei, BTEC Level 2 Diploma in Supporting Teaching & Learning in Schools |
| Blue Room | Amy Gettings – NVQ Level 3 Naj Amaan, Cache Level 3 Supporting Teaching & Learning in Schools |
| Secretary | Janet Wood |



Winter Term 2011

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|-------------------------|--|
| <u>TERM COMMENCES</u> | Monday 5 th September |
| <u>HALF TERM</u> (Camp) | Monday 24 th October to Friday 28 th October |
| <u>END OF TERM</u> | Friday 16 th December – 4.00 pm |

Spring Term 2012

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|-------------------------|--|
| <u>TERM COMMENCES</u> | Tuesday 3 rd January |
| <u>HALF TERM</u> (Camp) | Monday 20 th February to Friday 24 th February |
| <u>END OF TERM</u> | Friday 30 th March |
| <u>CAMP</u> | 2-5 th April and 10 th -13 th April |

Summer Term 2012

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|-------------------------|---|
| <u>TERM COMMENCES</u> | Monday 16 th April |
| <u>BANK HOLIDAYS</u> | Monday 7 th May/Monday 4 th June/Tuesday 5 th June |
| <u>HALF TERM</u> (Camp) | Wednesday 6 th June – Friday 8 th June |
| <u>END OF TERM</u> | Friday 13 th July – 4.00 pm |

Winter Term 2012

| | |
|-------------------------|--|
| <u>TERM COMMENCES</u> | Monday 3 rd September |
| <u>HALF TERM</u> (Camp) | Monday 22 nd October to Friday 26 th October |
| <u>END OF TERM</u> | Friday 14 th December - 4.00 pm |

Uniform and Clothing

The Pre-School uniform is compulsory and each child requires the following which should be clearly labelled:

Boys:

Polo Shirt
Sweatshirt
Shorts or Joggers
Navy Coat
Navy socks
Navy Backpack
Nappy/Kit bag

Girls:

Polo Shirt
Sweatshirt
Pinafore or Joggers
Navy Coat
White socks or Navy tights
Navy Backpack
Nappy/Kit bag

All the items are available from our suppliers:

Pullens
50-52 High Street
Northwood
Middx

Tel: 01923 840050

www.howardbrosandpullens.co.uk

Please also supply:

- clothing for all weathers (eg wellingtons and warm clothes for outside play)
- plimsolls to change into when inside
- children in the 2 year old room must have nappies, baby wipes, nappy sacks, trainer pants etc in their bag as required – please check regularly to see if more are needed.
- A change of uniform#
- A legionnaires style navy blue sun hat during hot weather.

SECTION 3: TEACHING AND LEARNING

Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing summaries at regular intervals as well as times of transition, such as when a child moves into a different group or when they go on to school.

Formative Assessment

This is the assessment based on observations, photographs, video, things children have made or drawn and information from parents/carers which informs and guides everyday planning.

Summative Assessment

This is a summary of all the formative assessment done over a long period and makes statements about the child's achievements. The EYFS Profile is the summative assessment completed by practitioners at the end of the EYFS. It summarises children's progress towards the early learning goals.

Learning Journals

The setting keeps a record of achievement for each child. Staff and parents working together on their children's records of achievement and this is one of the ways in which the key person and parents work in partnership. The child's Learning Journal helps us to celebrate together his/her achievements and to work together to provide what the child needs for his/her well-being and to make progress.

The child's key person will work with parents to keep this record. To do this parents and staff will collect information about each child's needs, activities, interests and achievements. This information will enable the key person to identify each child's stage of progress. Parents and the key person will then decide on how to help each child to move on to the next stage.

Cause for concern

From our observations and assessment we will be able to assess and reflect if there are any areas for concern or needs. If Ruspini House has any concerns we will speak to parents and discuss the procedure that we will take.

Curriculum Early Years Foundation Stage (EYFS) Policy

'Every child deserves the best possible start in life and support to fulfil their full potential. A child's experience in the early years has a major impact on their future life chances. A secure safe happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children

safe and help them to thrive. The Early Years Foundation Stage (EYFS) is the framework that provides that assurance as stated in the Statutory Framework for the Early Years Foundation Stage.

The overarching aim of the EYFS is to help young children achieve the five Every Child Matters outcomes, staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving economic well-being by:

- ❑ Setting the standards for learning and development;
- ❑ Providing for equality of opportunity, ensuring that all children are included;
- ❑ Creating the framework for partnership, working with parents, professionals and other settings;
- ❑ Improving quality and consistency in the early years settings;
- ❑ Laying a secure foundation for future learning planned around the individual child

The provision for children's development and learning is guided by the Early Years Foundation Stage (EYFS) which is the statutory framework. The EYFS applies to children from birth to the end of Reception year. In Ruspini House, all children may join us from the age of two to rising five and they leave us to move onto Reception either in the main school or local schools to complete the EYFS at the end of Reception year.

The Curriculum Guidance for the Foundation Stage in our provision reflects the four key themes and 16 commitments of the EYFS.

A Unique Child

Child Development: Skilful communicator, competent learner.

Inclusive Practice: Equality and diversity, children's entitlements, early support.

Keeping Safe: Being safe and protected, discovering boundaries, making choices.

Health and Wellbeing: Growth and developing, physical and emotional wellbeing.

Positive Relationships

Respecting Each Other: Understanding feelings, friendship, professional relationships.

Parents as Partners: Respecting diversity, communication, learning together.

Supporting Learning: Positive interactions, listening to children, effective teaching.

Key Person: Secure attachment, shared care, independence.

Enabling Environments

Observation, Assessment and Planning: Starting with the child, planning, assessment.

Supporting Every Child: Children's needs, the learning journey, working together.

The Learning Environment: The emotional environment, the outdoor environment, the indoor environment.

The Wider Context: Transitions and continuity, multi-agency working, the community.

Play and Exploration: Learning through experience, adult involvement, contexts for learning.

Active Learning: Mental and physical involvement, decision making, personalised learning.

Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking

Learning through Play

Play underpins the delivery of the EYFS. Children at Ruspini House will have the opportunity to play indoors and outdoors, being offered experiences based on spontaneous play, child initiated play and adult directed activities. Staff will support children to learn with enjoyment and challenge them through well planned experiences.

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the practice guidance of the EYFS to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity.

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting help children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning and they need to develop their confidence in order to make decisions by doing this they will reach a sense of satisfaction. Activities for creativity and a chance for critical thinking.

The EYFS is made up of six areas of development and learning:

- ❑ personal, social and emotional development;
- ❑ communication, language and literacy development;
- ❑ problem solving, reasoning and numeracy;
- ❑ knowledge and understanding of the world;
- ❑ physical development; and
- ❑ creative development

For each area, the practice guidance sets out the Early Learning Goals. These goals state what is expected that children will know and be able to do by the end of the Reception year of their education.

The practice guidance also sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the Early Learning Goals. Our setting has regard to these matters when we assess children and plan for their learning. None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of Reception.

Personal, Social and Emotional Development

Our programme supports children to develop:

- ❑ positive approaches to learning and finding out about the world around them;
- ❑ confidence in themselves and their ability to do things, and valuing their own achievements;
- ❑ their ability to get on, work and make friendships with other people, both children and adults;
- ❑ their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people and our environment.
- ❑ their ability to dress and undress themselves, and look after their personal hygiene needs;
- ❑ their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.

Communication, Language and Literacy

Our programme supports children to develop:

- ❑ conversational skills with one other person, in small groups and in large groups to talk with and listen to others;
- ❑ their vocabulary by learning the meaning of – and being able to use – new words;
- ❑ their ability to use words to describe their experiences;
- ❑ their knowledge of the sounds and letters that make up the words we use;
- ❑ their ability to listen to, and talk about, stories;
- ❑ knowledge of how to handle books and that they can be a source of stories and information;
- ❑ knowledge of the purposes for which we use writing;
- ❑ their own attempts at writing.

Problem Solving, Reasoning and Numeracy

Our programme supports children to develop:

- ❑ understanding and ideas about how many, how much, how far and how big;
- ❑ understanding and ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- ❑ understanding that numbers help us to answer questions about how many, how much, how far and how big;
- ❑ understanding and ideas about how to use counting to find out how many;
- ❑ early ideas about the result of adding more or taking away from the amount we already have.

Knowledge and Understanding of the World

Our programme supports children to develop:

- ❑ knowledge about the natural world and how it works;
- ❑ knowledge about the made world and how it works;
- ❑ their learning about how to choose, and use, the right tool for a task;
- ❑ their learning about computers, how to use them and what they can help us to do;
- ❑ their skills on how to put together ideas about past and present and the links between them;
- ❑ their learning about their locality and its special features;
- ❑ their learning about their own and other cultures.

Physical Development

Our programme supports children to develop:

- ❑ increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- ❑ increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials; and their understanding about the importance of, and how to look after, their bodies.

Creative Development

Our programme supports children to develop:

- ❑ the use of paint, materials, music, dance, words, stories and role-play to express their ideas and feelings;
- ❑ their interest in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.

Key Person

We understand at Ruspini House that children learn to be strong and independent from secure relationships, therefore, each child is assigned a key person. A key person has special responsibilities for working with a small number of children, giving the reassurance to feel safe and be cared for and building relationships with their parents. The role of the key person is to ensure the child is familiar with the setting and to make the child feel confident and safe within it. The key person will talk to parents/carers and ensure that the needs of the child are being met, and feel confident and safe within Ruspini House.

How will my child's progress be assessed? (Observation, Assessment and Planning) (OAP)

We will meet the individual needs of all children as each child is unique. We will deliver personalised learning enabling the children to have the best possible start in life. Through OAP each child will be frequently observed during their activities, from this we will be able to assess each child according to the EYFS curriculum framework and then we will plan for each child's next steps.

Environment

Young children are physically very active and need space: spaces, in which they can move freely, build, sort, create, construct, talk with friends, experiment, pretend, sort belongings and display their work. They also need space where they can work individually, in pairs, or small or large groups.

The arrangement of the room affects everything that happens within:

- ❑ how active the children can be
- ❑ their relationships and behaviour
- ❑ how they use the materials
- ❑ how effective their learning
- ❑ their listening and concentration
- ❑ the choices they make and the ease with which they can act
- ❑ their opportunity to talk with adults and peers

Ruspini House staff are responsible for ensuring that the arrangement of their room reflects the belief that young children learn best in a stimulating and ordered environment in which they make choices and act upon them.

Planning for Learning

Planning takes into account the nature and needs of young children. Creative, imaginative, intellectual and physical experiences which provide challenge and also meet the social and emotional needs of the children are included. Some experiences are provided daily, others weekly and some termly. Only by a careful combination of long term and short term planning can breadth of experience be achieved.

Activities incorporate:

- ❑ assessment and thorough planning to ensure that activities acknowledge prior learning
- ❑ an understanding of the developmental stages of the children
- ❑ appropriate presentation with the support available
- ❑ the establishment and understanding of routines and expectations
- ❑ identification of suitable learning goals
- ❑ continuity and progression that reflect ongoing observation
- ❑ good use of the environment
- ❑ clear, individual plans as appropriate
- ❑ shared input by the whole team

Routine

The routine for young children should provide a period for child initiated activities. The children can plan their own sequence of exploration and play, choosing preferred resources and social settings. A shorter time may be necessary for very young children.

It is important that adult support is available, to extend children's interests and to provide the language which enables children to reflect and learn from their experiences. Research points out the crucial importance of talk in children's learning and of the quality and quantity of verbal interactions; we need to prioritise and foster effective talk.

A routine will be established to help children feel secure in knowing what happens, when,

and what is expected of them. However, it should never be so strict that an absorbing game has to be stopped - it is important that time is given for sustained, uninterrupted, purposeful and self- chosen play with the opportunity for active first-hand experience. Thus we will be promoting concentration and the ability to persevere.

Appropriate planning and routine promote:

- ❑ secure children with clear expectations
- ❑ confident children who know what is expected of them
- ❑ a broad, balanced experience
- ❑ continuity and progression with time for play to develop
- ❑ a balanced mix of child initiated and staff initiated activities
- ❑ the opportunity for problem solving, conversation, investigation, exploration, experimentation and practice
- ❑ the exercise of social skills – children learn to share and take turns with staff who maintain a sympathetic but firm line in encouraging polite interaction

Access to Records

Parents and carers have the right to see any records of their children at any time, however, if a copy of reports or progress sheets are required parents must put this request in writing.

Reports to Schools

When children are due to transfer to the RMS prep department or leave Pre-School, future schools may ask for a report on a child's progress at Pre-School.

I give my permission to pass on the relevant information:

Name of Child:

Parent's Signature

Name of Parent:

Date:

Special Educational Needs (SEN)

The Pre-School provides a child's first experience of learning within a peer group. EYFS is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, staff set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action.

These requirements are likely to arise as a consequence of a child having specific learning differences. Staff take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may require learning support either throughout, or at any time during, their Pre-School career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The aims of this policy:

- ❑ to create an environment that meets the special educational needs of each child;
- ❑ to ensure that the special educational needs of children are identified, assessed and provided for;
- ❑ to make clear the expectations of all partners in the process;
- ❑ to identify the roles and responsibilities of staff in providing for children's special educational needs with assistance and guidance from the SENCO (Special Educational Needs Co-ordinator)
- ❑ to enable all children to have full access to all elements of the Pre-School curriculum.
- ❑ to ensure that parents are able to play their part in supporting their child's education.

Educational Inclusion

At Ruspini House we provide an environment in which all children are supported to reach their full and individual potential. We have regard for the DfES Special Educational Needs Code of Practice, 2001. In Ruspini House we have high expectations of all our children and all children are included in the provision. We aim to fulfil these through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of the Ruspini House community. Through appropriate curricular provision we respect the fact that children

- ❑ have different educational and behavioural needs and aspirations;
- ❑ require different strategies for learning;
- ❑ acquire, assimilate and communicate information at different rates;
- ❑ need a range of different teaching approaches and experiences.

Staff respond to children's needs by:

- ❑ providing support for children who need help with communication, language, and literacy;
- ❑ planning to develop children's understanding through a wide range of experiences;
- ❑ planning for children's full participation in learning and in physical and practical activities;
- ❑ helping children to manage their behaviour and to take part in learning effectively and safely;
- ❑ helping individuals to manage their emotions, particularly trauma or stress, and take part in learning

We use the graduated response system from the SEN Code of Practice for identifying, assessing and responding to children's additional needs.

All our children are assessed by the staff during the first half term (see observation procedure). We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, then it may be necessary to present different opportunities or seek alternative approaches to learning. This level of support is called Early Years Action. We will keep the parents informed and draw upon them for additional information. Ongoing difficulties may indicate the need for a level of help above that which is normally available for children in our setting.

The Special Needs Co-ordinator (SENCO), **Miss S Clarke**, if not already involved, will become involved if the staff and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

We will sometimes record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short-term target for the child and the teaching strategies used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases this review will take place on a half term basis.

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in Pre-School by external support services. This may lead to additional or different strategies from those at Early Years Action. This enhanced level of support is called Early Years Action Plus. External support services (Educational Psychologist) will provide information for the child's new IEP. The new strategies within the IEP will, wherever possible, be implemented in the child's normal classroom setting.

Where progress is not adequate, it will be necessary to take some additional or different action to enable the child to learn more effectively. Adequate progress can be defined in a number of ways. It might be progress that:

- ❑ closes the attainment gap between the child and the child's peers;
- ❑ prevents the attainment gap growing wider;
- ❑ is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- ❑ matches or betters the child's previous rate of progress;
- ❑ ensures access to the full curriculum;
- ❑ demonstrates an improvement in self-help, social or personal skills;
- ❑ demonstrates improvements in the pupils behaviour.

At Ruspini House the SENCO:

- ❑ manages the day to day operation of the policy;
- ❑ co-ordinates the provision for and manages the responses to children's special needs;
- ❑ supports and advises colleagues;
- ❑ oversees the records of all children with special educational needs;
- ❑ acts as the link with parents;
- ❑ acts as link with external agencies and other support agencies in conjunction with the Head;
- ❑ monitors and evaluates the special educational needs provision;
- ❑ manages a range of resources, human and material, to enable appropriate provision for children with special educational need contributes to the professional development of all staff.

Assessment

Early identification is vital. The Senior Early Years Leader in consultation with Deputy/Head informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The Senior Early Years Leader and the SENCO assess and monitor the children's progress in line with existing Pre-School practices. This is an ongoing process.

The SENCO works closely with parents and staff to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of Pre-School. The Senior Early Years Leader and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Ruspini House Pre-School seeks a range of advice before making an application for a formal statement. The needs of the child are considered to be paramount in this.

Children of Concern

Stage 1

1. Notify SENCO. Details to be entered in Children of Concern register.
2. Notify the Head of Pre-School.
3. Complete internal observations.

Stage 2

Parents involved

1. Further concerns – Meeting between Parents, Head, Deputy (SENCO), Senior Early Years Leader to discuss findings.
2. Set up IEP (Individual Education Plan) with parental consent and signature.
3. Review Meeting (4-6 weeks). Complete IEP review sheet.
4. Set new targets / new plan if necessary/

Stage 3

Commence Early Years Action Plan

Children of Concern Register

| Initials | D.O.B | Start Date | Area of concern and Date | Comments | Observations | Next Steps IEP/IAELD? | Review Date |
|----------|-------|------------|--------------------------|----------|--------------|-----------------------|-------------|
| | | | | | | | |
| | | | | | | | |

Date of Policy.5th September 2011

Date of Policy Review September 2012

SECTION 4: POLICIES

SECTION 4a: ANTI-BULLYING POLICY

ANTI-BULLYING POLICY – WHOLE SCHOOL

Anti-bullying strategies

The objective of our strategies are:

- To prevent, de-escalate and stop continuation of harmful behaviour.
- To react to bullying in a reasonable, proportionate and consistent way.
- To safeguard the victim and to trigger sources of support.
- To apply sanctions and behaviour modification strategies to the bully and ensure that they learn from the experience.

Statement of Intent

At RMS, our community is based upon respect, good manners and tolerance of difference where all pupils support each other. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop to her full potential. We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a calm and purposeful atmosphere.

The School prides itself on its ethos and parents/guardians have an important role in supporting the school in maintaining high standards of behaviour. It is essential that school and home have consistent expectations of behaviour and that they co-operate closely together.

Bullying, harassment and victimisation and discrimination will not be tolerated and any kind of bullying is unacceptable. We recognise that bullying causes psychological damage and even suicide. Even though bullying is not a criminal offence as such, there are criminal laws which apply to harassment and threatening behaviour. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the School. Acceptance of this policy forms part of our standard terms and conditions. This policy pays due regard to DCSF Guidance: Safe to Learn – embedding anti-bullying within schools.

The Headmistress is always informed of incidents involving bullying and delegates responsibility for anti-bullying work to the Assistant Heads and Heads of Year. Ms Mandy Dines is a trained bullying mediator.

The Head of Ruspini House deals with incidents of bullying in the Pre-School.

Definition of Bullying

Bullying may be defined as the intentional hurting, harming or humiliation of another person by physical (including sexual), verbal (see appendix on cyber bullying), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone; it can involve complicity that falls short of direct participation. Bullying is often hidden and subtle; it can also be overt and intimidatory.

Bullying may involve actions or comments that are racist, homophobic, which focus on disabilities or other physical attributes (such as hair colour or body shape). Bullying can happen anywhere and at any time; we always treat it very seriously. It conflicts sharply with the School's policy on equal opportunities, as well as with its social and moral principles.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods.

Signs of Bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoiled by others.
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self-confidence
- Frequent visits to the Medical Centre with symptoms such as stomach pains, headaches
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences of nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

Ruspini House Procedures

Members of staff in Ruspini House take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the Pre-School.

If members of staff witness an act of bullying, they do all they can to support the child who is being bullied and to correct the behaviour of the bully so that there is an understanding of why the behaviour is unacceptable. If a child is being bullied over a period of time, then, after consultation with the Head of the Pre-School, the Senior Early Years Leader informs the child's parents.

If a child is repeatedly involved in bullying other children, the Senior Early Years Leader consults with the Head. We then invite the child's parents into Pre-School to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head may contact external support agencies such as the social services.

Pre-School staff attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The Role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's Senior Early Years Leader immediately.

Parents have a responsibility to support the Ruspini House anti-bullying policy and to actively encourage their child to be a positive member of Ruspini House.

Monitoring and review

The Head monitors this policy on a day-to-day basis.

Date: September 2011

Review Date: September 2012

SECTION 4b: COMMUNICATIONS

Images of Children

At RMS we are an open and inclusive community that is very proud of all of the achievements of all of our pupils in their academic, artistic and sporting endeavours. We celebrate our diversity and give all of our many visitors a warm welcome.

We particularly welcome parents to our concerts, plays and sporting events, as well as to more formal occasions during the school year. The school walls are decorated with examples of pupils' work, team photographs and photographs of trips and expeditions in which our pupils have participated. We make full use of electronic notice boards inside the school to enhance our displays. Our website is updated regularly, and all parents are sent out weekly e-bulletins in order to keep them fully abreast with the news of our active community.

The Application of Data Protection Laws to Taking, Using and Storing Images of Children

Parents who accept a place for their child at RMS agree to the School using anonymous photographs of their child and information relating to her achievements for promotional purposes, which may be published in the prospectus or on the website, as well as displayed within the premises, and in bulletins sent to the school community unless they state otherwise.

Use of Images: Displays etc

We will only use images of our pupils for the following purposes:

- Internal displays (including clips of moving images) on digital and conventional notice boards within the school premises.
- Communications with the school community (parents, pupils, staff, Governors and alumni) via password-protected sections of the school's website.
- Marketing the school both digitally by website, by prospectus, by displays at educational fairs and other marketing functions [both inside the UK and overseas] and by other means.

Use of Images: Internal Identification

All pupils are photographed on entering the School and, thereafter, at yearly intervals, for the purposes of internal identification.

These passport-sized photographs identify the pupil by:

- Name
- Year Group (and form tutor group)

They are securely stored in the password-protected area of the staff database, where access is restricted to academic, pastoral and school office staff. Any parent who so requests will be sent a copy of her daughter's photograph.

Images that we use in Displays and on our Website

The images that we use for displays and communication purposes never identify an individual pupil. Instead, they name the event, the term and year that the photograph was taken. We only use images of school activities, such as plays, concerts, sporting fixtures, prize-giving, school trips etc in their proper context. We never use any image that might embarrass or humiliate a pupil. Pupils are always properly supervised when professional photographers visit the School. Parents are given the opportunity to purchase copies of these photographs.

Storage and Review

Our images are secured either in locked filing cabinets, or in a password protected section of the school's database. They are reviewed annually and are deleted when no longer required or when a pupil leaves RMS.

We have a procedure in place for regularly checking and updating our website. We follow BECTA guidance on e-safety.

Media Coverage

We will always notify parents in advance when we expect the press to attend an event in which our pupils are participating, and will make every effort to ensure the children whose parents or guardians have refused permission for images of their children to be used are excluded from the event.

We will always complain to the Press Complaints Council (PCC) if the media fails to follow the appropriate code of practice for the protection of young people, including the children of celebrities.

Staff Induction

All new teaching and office staff are given guidance on the school's policy on taking, using and storing images of children.

Use of Cameras and Recording Equipment by Parents and Guardians

Parents are welcome to take photographs of their own children taking part in sporting and outdoor events. When an event is held indoors, such as a play or a concert, parents should be mindful of the need to use their cameras and recording devices with consideration and courtesy for the comfort of others.

We ask parents not to take photographs of other pupils on their own, without the prior agreement of that child's parents.

Flash photography can disturb others in the audience, or even cause distress for those with medical conditions; we therefore ask that it is not used at indoor events.

Parents are also reminded that copyright issues may prevent us from permitting the filming or recording of some plays and concerts. We will print a reminder in the programme of events where issues of copyright apply.

We record all plays and concerts professionally (not just those where copyright applies). Copies of the DVDs and CDs are available for parents to purchase.

Treating Others with Respect

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-bullying policy is freely available. RMS is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender orientation or physical disability.

All pupils are encouraged to look after each other, and to report any concerns about the misuse of technology, or worrying issue to a member of the pastoral staff. The use of cameras on mobile phones is not allowed in washing and changing areas, [or in the bedrooms of boarding houses], nor should photography be used in a manner that may offend or cause upset. The misuse of cameras in a way that breaches our anti-bullying policy is always taken seriously and may be the subject of disciplinary procedures.

September 2011

Review Date: September 2012

Permission

During the year we often take photos of the children when they are involved in various activities and Ruspini House Pre-School productions. These are for display and occasionally for publicity and for our website.

We also take photographs of children for their Learning Journeys and there may be occasions when your child may appear in another child's photograph.

Your permission is kindly requested for these occasions.

We appreciate your co-operation.

Karen Woodhead
Head

✂-----

I give my permission for my child to be photographed at Ruspini House Pre-School

Child's Name

Parent's Name

Parent's Signature

Date

SECTION 4c: COMPLAINTS PROCEDURE

Introduction

We believe that Ruspini House provides a good education for all our children, and that the Head and other staff work very hard to build positive relationships with all the parents. However, the Pre-School is obliged to have procedures in place in case there are complaints by parents. The following policy sets out the procedure that Ruspini House follows in such cases.

We deal with all complaints in accordance with the following procedures. If the Pre-School cannot resolve any complaint itself, those concerned can ask the Headmistress to intervene.

Aims & Objectives

Ruspini House aims to be fair, open and honest when dealing with any complaint. We give careful consideration to all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding and, in all cases, we put the interests of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed, and then resolved.

The Complaints Process

If a parent is concerned about anything to do with the education that we are providing at Ruspini House they should, in the first instance, discuss the matter with the Early Years Leader. Most matters of concern can be dealt with in this way. All staff work very hard to ensure that each child is happy at Ruspini House, and is making good progress. They always want to know if there is a problem, so that they can take action before the problem seriously affects the child's progress.

Where a parent feels that a situation has not been resolved through contact with the Early Years Leader or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Head. The Head considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.

Should a parent have a complaint about the Head she/he should first make an informal approach to the Headmistress who is obliged to investigate it. The Headmistress will do all she can to resolve the issue but if a parent is unhappy with the outcome, he/she can make a formal complaint.

Source of complaint:

Staff need to record who made the complaint. Where people complain to Ofsted all such complainants are normally referred to the provider in the first instance. Where Ofsted carries out an investigation into the continued suitability to provide childcare following a complaint Ofsted would inform the provider of the outcome of the investigation. Where this is done staff should enter Ofsted as the source and the complaint number if known.

Nature of complaint:

If a complaint is made in relation to National Standard, we must provide information on we investigated the complaint. We record:

- ❑ the process taken to ensure the complaint was fully investigated including interviews, reviews of records.
- ❑ who was involved in the investigation without identifying any individuals named in the complaint including staff or child.

If any referral is made to an external agency for example local authority environmental health departments or social service we will provide details about the outcome of the investigation. We will record

- ❑ Any action(s) identified .
- ❑ Any action set or taken by Ofsted.
- ❑ Any action taken by an external agency, where we have their permission to do so.
- ❑ The outcome of the investigation identifying any areas we feel may make an improvement to the provision.
- ❑ If any members of staff were dismissed following the investigation and if so under what circumstances. If a member of staff has been dismissed for misconduct, because they placed a child at risk of significant harm we will take appropriate action with regard to the need to refer the individual for inclusion onto the Protection of Children Act (POCA) list.
- ❑ For advice we will contact Ofsted:
3rd Floor, Royal Exchange Buildings, St Ann's Square, Manchester, M2 7L
Telephone 08456 40 40 40

We share an account of the findings of the investigation and the action if any that was taken or that we intend to take as a result of the investigation with parents at the setting. This must be done within 28 days from the receipt of the complaint. We can do this by sharing the formal records of the complaint. If parents ask us to do so or we think it is appropriate, a separate letter will be sent to the parent who made the complaint giving more detail.

Complaints Procedure – Step by Step for Parents

The Royal Masonic School for Girls has long prided itself on the quality of the teaching and pastoral care provided to its pupils. However, if parents do have a complaint, they can expect it to be treated by the School in accordance with this Procedure. This procedure applies to all phases of education at RMS.

Stage 1 - Informal Resolution

- It is hoped that most complaints and concerns will be resolved quickly and informally.
- If parents have a complaint they should normally contact their daughter's Form Tutor/Head of Year or Housemistress. Ruspini House parents contact the Early Years Leader/Deputy Head/Head. In many cases, the matter will be resolved straightaway by this means to the parents' satisfaction. If the Form Tutor/Head of Year/Housemistress/Ruspini House staff cannot resolve the matter alone, it may be necessary for him/her to consult senior management.
- Complaints made directly to a Head of Department/the Head of Year/ the Deputy Head/the Head will usually be referred to the relevant Form Tutor/Housemistress unless the Head of Department/the Head of Year/ the Deputy Head/the Head deems it

appropriate for him/her to deal with the matter personally. The Head of Ruspini House will consult closely with relevant staff.

- Members of staff will make a written record of all concerns and complaints and the date on which they were received. Should the matter not be resolved within 7 days or in the event that the Form Tutor/Head of Year/Housemistress/Head of Ruspini House and the parent fail to reach a satisfactory resolution then parents will be advised to proceed with their complaint in accordance with Stage 2 of this Procedure.

Stage 2 - Formal Resolution

- If the complaint cannot be resolved on an informal basis, then the parents should put their complaint in writing to the Headmistress. The Headmistress will decide, after considering the complaint, the appropriate course of action to take.
- In most cases, the Headmistress will meet the parents concerned, normally within 7 days of receiving the complaint, to discuss the matter. If possible, a resolution will be reached at this stage.
- It may be necessary for the Headmistress to carry out further investigations.
- The Headmistress will keep written records of all meetings and interviews held in relation to the complaint.
- Once the Headmistress is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing. The Headmistress will also give reasons for her decision.
- If parents are still not satisfied with the decision, they should proceed to Stage 3 of this Procedure.

Stage 3 - Panel Hearing

If parents seek to invoke Stage 3 (following a failure to reach an earlier resolution), they will be referred to Clerk to the Board of Governors, who has been appointed by the Governors to call hearings of the Complaints Panel.

- The matter will then be referred to the Complaints Panel for consideration. The Panel will consist of at least three persons not directly involved in the matters detailed in the complaint, one of whom shall be independent of the management and running of the school and two of whom will be Governors. Each of the Panel members shall be appointed by the Chairman of Governors. The Secretary to the RMIG Endowment Trust on behalf of the Chairman will then acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within 14 days.
- If the Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than 7 days prior to the hearing.

- The parents may be accompanied to the hearing by one other person. This may be a relative, Tutor or friend. Legal representation will not normally be appropriate.
- If possible, the Panel will resolve the parents' complaint immediately without the need for further investigation.
- Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all facts they consider relevant, the Panel will reach a decision and may make recommendations, which it shall complete within 7 days of the Hearing. The Panel will write to the parents informing them of its decision and the reasons for it. The decision of the Panel will be final. The Panel's findings and, if any, recommendations will be sent in writing to the parents, the Head, the Governors and, where relevant, the person complained of.
- The record of complaint is kept for 3 years.
- Complaints regarding education in the Early Years Foundation Stage may be made to OFSTED or ISI if parents wish.

OFSTED
St Ann's Square
Manchester
M2 7LA

Telephone: 0845 6404040
Fax: 0845 6404049
Email: enquiries@ofsted.gov.uk

ISI
Gap House
9-12 Long Lane
London
EC1A 9HA

Telephone: 0207 7768830
Email: durell.barnes@ISI.net

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records will be kept confidential except in so far as is required of the school by paragraph 6(2)(j) of the Education (Independent Schools Standards) Regulations 2003; where disclosure is required in the course of the school's inspection; or where any other legal obligation prevails.

September 2011
Review Date September 2012

SECTION 4d: CONFIDENTIALITY

Information Sharing/Confidentiality Policy

“Ensuring that children and young people are kept and receive the best support they need when they need it is vital. Where information sharing is necessary to achieve this objective it is very important that the practitioners have a clear understanding of when information can be shared. It is also for them to understand the circumstances of when sharing is inappropriate. The Data Protection Act is not a barrier to sharing information, but is in place to ensure that personal information is shared appropriately” Richard Thomas, Information Commission. Introduction to ‘Information Sharing’: Practitioners’ Guide’ (HMG 2006)

Policy statement

1. We recognise that parents have a right to know that information they share will be regarded as confidential as well as be informed about the circumstances, and reasons, when we are obliged to share information. We explain to families how, when and why information will be shared about them and with whom and that consent is normally obtained, unless it puts the child at risk or undermines a criminal investigation.

We are obliged to share information without authorisation from the person who provided it or to whom it relates if it is in the public interest. That is when:

- ❑ It is to prevent a crime from being committed or intervene where one may have been or to prevent harm to a child or adult; or
- ❑ Not sharing it could be worse than the outcome of having shared it.
- ❑ The decision should never be made as an individual, but with the back-up of the Head/Headmistress. The two critical criteria are:
 - where there is evidence that the child is suffering, or is at risk of suffering significant harm.
 - to prevent significant harm arising to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime
- ❑ We ensure parents receive information about our information sharing policy when starting their child in the centre and they sign to say that they understand circumstances when information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult.

We ensure parents have information about our Safeguarding Children and Child protection Policy.

- ❑ We respect the wishes of children and parents not to consent to share confidential information.
- ❑ We ensure parents have information about the circumstances when information will be shared with external agencies for example with regard to any special needs the child may have on transition to school.

We consider the safety and welfare of the child when making a decision about sharing

information – or there are concerns regarding ‘significant harm’ the child’s well being and safety is paramount.

- We record concerns and discuss these with the setting’s designated person. Record decisions made and the reasons why information will be shared and to whom.
 - We follow the procedures for reporting concerns and record keeping
2. We seek advice when there are doubts about possible significant harm to a child or others.
- Managers contact children’s social worker for advice where they have doubts or are unsure.
3. Information shared should be accurate and up-to-date, necessary for the purpose it is being shared for and shared only with those who need to know and shared securely.

Our Safeguarding Children and Child Protection procedure and record keeping procedures set out how and where information should be recorded and what information should be shared with another agency when making a referral.

4. Reasons for decision to share information, or not, are recorded.
- Provision for this is set out in our record keeping procedure.

Consent

Parents have a right to be informed that their consent to share information will be sought in most cases, as well as the kinds of circumstances when their consent may not be sought, or their refusal to give consent overridden.

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- Parents are asked to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
- We consider the following questions:
 - Is there legitimate purpose to sharing the information?
 - Does the information enable the person to be identified?
 - Is the information confidential?
 - If the information is confidential, do you have consent to share?
 - Is there a statutory duty or court order to share information?
 - If consent is refused, or there are good reasons not to seek consent, is there sufficient public interest to share information?
 - If the decision is to share, are you sharing the right information in the right way?
 - Have you properly recorded your decision?

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child. Please also see our Safeguarding Children policy.

September 2011
Review Date: September 2012

SECTION 4e: EQUAL OPPORTUNITIES

Introduction - Valuing diversity and Promoting Equality

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 setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. 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; and
- ❑ Make inclusion a thread that runs through all of the activities of the setting.

Children with English as an Additional Language

When children do not have English as their first language, opportunities should be provided for children to develop and use their home language in their play and learning as well as using English.

Children with a home language other than English may spend a long time listening before they speak English but will often understand much of what they hear.

The children should be encouraged to develop their English and support should be provided to help them take part in all activities as follows:

- ❑ Provide a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- ❑ Ensure that all children have opportunities to recognise and show respect for each child's home language.
- ❑ Provide a variety of writing in the children's home languages as well as in English, including books, notices and labels.
- ❑ Provide opportunities for children to hear their home language as well as English.

Equal Opportunities

All children are valued and supported including those with special educational needs and disabilities for whom reasonable adjustments will be made as far as is practically possible. Ruspini House promotes and values diversity and difference by promoting mutually respectful behaviour between all members of the Ruspini House community. Whilst at Ruspini House every child will be treated with respect and their individuality acknowledged and we will take into positive account their gender, religion, ethnic and cultural origin, age and ability.

The acknowledgement of major festivals from a range of faiths and dietary flexibility, help to demonstrate that we consider ourselves to be enriched by the diversity of the community in which Ruspini House is situated.

The early years are of vital importance to all children and this is the time when they should be developing a positive sense of their own identity. Children learn from adults and are influenced by what they see and hear.

Good equal opportunities practice is recognised and encouraged in the Ruspini House. This requires commitment by all members of the staff.

Policy statement on the Education of Looked-After Children

Ruspini House is committed to providing quality provision based on equality of opportunity for all children and their families. All staff are committed to doing all they can to enable “looked after” children in their care to achieve and reach their full potential.

Definition of “Looked after Children” (LAC): Children and young people become “looked after” if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most LAC will be living in foster homes, but a smaller number may be in a children’s home, living with a relative or even placed with their natural parent(s).

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child’s separation from their home and family signifies a disruption in their lives that has impact on their emotional well-being.

In our setting, we place emphasis on promoting children’s right to be strong, resilient and listened to. Our policy and practice guidelines for looked after children are based on these two important concepts, attachment and resilience. The basis of this is to promote secure attachments in children’s lives as the basis for resilience. These aspects of well-being underpin the child’s responsiveness to learning and are the basis in developing positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with the further separation, a new environment and new expectations made upon them.

We offer places for two-year-old children in exceptional circumstances who are in care. In such cases, the child should have been in foster care for at least two months and show signs of having formed a secure attachment to the carer and where the placement in the setting will last a minimum of three months.

We offer places for funded three and four-year-olds that are in care to ensure they receive their entitlement to early education. We expect that a child will have been in foster care for a minimum of one month and has formed a secure attachment to the carer. We expect that the placement in the setting will last for a minimum of six weeks.

Procedure

The designated person for looked after children is the designated child protection co-ordinator.

Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.

The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure appropriate information is gained and shared.

The setting recognises the role of the local authority social care department as the child's "corporate parent" and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parents or foster carer's role in relation to the setting without the prior discussion and agreement with the child's social worker.

At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.

The care plan needs to consider such issues for the child as:-

- ❑ the child's emotional needs and how they are to be met;
- ❑ how any emotional issues and problems that affect behaviour are to be managed;
- ❑ the child's sense of self. Culture, language(s) and identity – how this is to be supported;
- ❑ the child's need for sociability and friendship;
- ❑ the child's interests and abilities and possible learning journey pathway; and
- ❑ how any special needs will be supported.

In addition the care plan will also consider;

- ❑ how information will be shared with the foster carer and local authority (as the "corporate parent") as well as what information is shared with whom and how it will be recorded and stored;
- ❑ what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the setting, when, where and what form the contact will take will be discussed and agreed;
- ❑ what written reporting is required;
- ❑ wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning ; and
- ❑ with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun-days etc alongside the foster carer.

The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a relationship with his or her key person sufficient to act as a "secure base" to allow the gradual separation from the foster carer. This process may take longer in some cases, so

time needs to be allowed for it to take place without causing further distress or anxiety to the child.

In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.

Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage 6 areas of learning.

Concerns about the child will be noted in the child's file and discussed with the foster carer.

If the concerns are about foster carer's treatment of the child, or if abuse is suspected, there are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.

Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.

Transition to school will be handled sensitively. The designated person and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

September 2011
Review Date September 2012

SECTION 4f: HEALTH AND SAFETY POLICY

Allergy/Health Information

Dear Parent

In order to ensure that all members of Ruspini House Pre-School staff are aware of treatment or action that may be required in the case of known medical conditions, health problems or allergies please complete the slip below.

It is vital that Ruspini House Pre-School be informed in writing of any changes to the information below:

Thank you for your co-operation.

Karen Woodhead
Head

✂

Child's Name

Medical condition:

Severity of condition:

Symptoms when treatment will be required:

Treatment required

Parent's Signature:

Parent's Name:

Date:

Asthma Management

Dear Parent

Please ensure your child's inhaler is clearly named (**indelibly**) and given to the Early Years Leader with full instructions on dosage and frequency of treatment required.

It is vital that the medication be regularly updated and the Pre-School is informed of any changes in writing.

Name of Child:

Preventer:

Name and Strength:

Reliever:

Name and Strength:

How to Administer it:

Family Doctor:

Tel No:

Parent signature:

Date: --/--/----

Thank you for your co-operation

Karen Woodhead
Head of Pre-School

Emergency Contact Details

Name of Child:

Home Address:

Postcode:

Home Tel No:

Mother's Work No:

Father's

Mother's Mobile No:

Father's

Emergency contact name and number if neither parent can be contacted:

1. Name:

Relationship to Child:

Tel No:

2. Name:

Relationship to Child:

Tel No:

Doctor's Name:

Tel No:

Emergency Medical Treatment

Parents' authority:

The parents' authorise the Head while in loco parentis to take and/or to authorise in good faith all decisions that safeguard and promote the welfare of the pupil.

Parents consent also to emergency medical treatment including general anaesthetic and operations under the NHS or at a private hospital where certified by a doctor necessary for the welfare of the pupil and if the parents cannot be contacted in time.

Name of Child:

We/I give permission for my child to be given emergency medical treatment including general anaesthetic and an operation where certified by a doctor in the event that either parent cannot be contacted in time.

Signature of parent:

Date:

Managing Medicines

Short-term Medication

Staff must never administer prescribed or non –prescribed medicine to a child without prior written permission. Non prescription medicines should not normally be administered and will only be done so at the discretion of the Head of Ruspini House. However some children will need to take medicines during their time at Ruspini House. This will normally be for a short period only, perhaps to finish antibiotics or apply a lotion. To allow children to do this will minimise the time they will need to be absent.

Ruspini House staff will not administer short- term medication unless the parent/carer signs the appropriate form shown below.

Parental agreement for Ruspini House to administer medicine

Ruspini House will not give your child medicine unless parents complete and sign this form, and the Pre-School has a policy that staff can administer medicine.

I give my permission to Ruspini House Pre-School to administer medication as prescribed by our family GP to my son/daughter:

Name of Child:

Prescribed Medication:

Reason for Medication:

Dosage:

Name & Tel No of GP:

Emergency Contact Name and Tel No:

Parent's Signature:

Parent's Name:

Date:

Staff Signature:

Note: Medicines must be in the original container as dispensed by the pharmacy. Ruspini House must never accept medicines that have been taken out of the container as originally dispensed nor make changes to dosage on parental instructions.

Long-Term Medicines

It is important to have sufficient information about the medical condition of any child with long-term medical needs. The Pre-School need to be informed of any particular needs prior to the child starting Ruspini House or when the child first develops a medical need.

It is often helpful to develop a written Healthcare plan for such children involving the parents, relevant health professional and Ruspini House staff. For conditions such as asthma and anaphylaxis the condition on where to store the necessary medication has to be decided on an individual basis between the Head of Ruspini House, parents and medical staff involved.

Sun Protection

Our sun protection policy is a life long commitment to all our children in the prevention of sunburn and over exposure of UV radiation.

We have a duty of care to ensure that the children are provided with a high level of sun protection during their time at Ruspini House.

Parents have a duty to apply sun cream BEFORE their children arrive at Ruspini House, however, we are happy to reapply sun cream providing we have written permission and you supply your own sun cream to avoid the problems of allergies.

Transport Permission

Children are taken out for walks in the RMS school grounds and there also may be occasional journeys made out of the RMS school grounds during the year.

I give my permission for my child to be taken on walks both on and off the RMS site and grounds and driven by minibus accompanied by senior members of the Pre-School staff.

Name of Child:

Signature of parent:

Name of parent:

Date:

SECTION 4g: SAFEGUARDING CHILDREN

CHILD PROTECTION SAFEGUARDING POLICY

1.0 INTRODUCTION

1.1 The Royal Masonic School fully recognises the contribution it makes to Child Protection and complies with DCSF guidance “Safeguarding Children in Education.”

There are five main elements to our policy:

- a) Prevention through the teaching and pastoral support offered to pupils.
- b) Procedures for identifying and reporting cases, or suspected cases, of abuse. Day to day contact with children means that school staff are well placed to observe the Outward signs of abuse.
- c) Support to pupils who may have been abused.
- d) Ensure we practise safe recruitment in checking the suitability of all staff and volunteers to work with children (See Recruitment Policy).
- e) Raising awareness through ongoing training.

1.2 Our policy applies to all staff and volunteers working in the School, Governors, Classroom Assistants. Support staff as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school governors.

2.0 PREVENTION

2.1 We recognise that high self esteem, confidence, supportive friends and good lines of communication with a trusted adult help prevention.

The School will therefore:

- 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 PSHCE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help; self esteem and confidence building, thinking independently and making assessment of risk based on their own judgements are encouraged throughout the course.

3.0 PROCEDURES

3.1 We will follow the procedures set out in the Hertfordshire Children, Schools and Families documents.

3.2 The School will:

- a) ensure it has a designated senior member of staff, who has undertaken the two day training course provided by Herts as a minimum and has refresher training every two years and that any short comings in school practice are remedied without delay.

The Headmistress, Mrs Diana Rose, is our DSP and the Assistant Head Desmond Wilcox and Cathy Bomford, Senior Teacher, Pastoral are the DDSP. Mrs Karen Woodhead (Head of Ruspini House Pre-School) has lead responsibility for safeguarding within Ruspini House and liaises with the Headmistress who will make a referral as necessary Miss Stacey Bent, Senior Early Years Leader, is DDSP. They have been fully trained for the demands of this role in child protection and inter-Agency working. They regularly attend courses with other child support agencies to ensure that they remain conversant with best practice. They undergo refresher training every two years. They maintain close links with the Herts Safeguarding agencies and report once a year to the Board of Governors on the child protection issues outlined above.

The School's records on child protection are kept locked in the Headmistress's office, and are separated from routine pupil records. Access is restricted.

- b) ensure every member of staff and every governor knows:
- the name of the designated person and her role. The designated person is the Headmistress and the DDSP's are Desmond Wilcox and Cathy Bomford. The Pre-School DSP is the Head, Mrs K. Woodhead.
 - that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales set out in the Herts guidelines.
 - where the guidelines are located.
- d) ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse.
- e) ensure that parents have an understanding of the responsibility placed on the School and staff for child protection by setting out its obligations in the School handbooks.
- f) provide training for all staff so that they know (i) their personal responsibility, (ii) the Herts procedures, (iii) the need to be vigilant in identifying cases of abuse (iv) how to support a child who tells of abuse. This training renewed every three years. The Headmistress and Bursar have

undertaken NCSL on-line training with regard to safeguarding. All staff are issued with guidance on how to deal with any issue relating to Child Protection. Every new member of staff, including part-timers, temporary, visiting and contract staff working in school, receive basic training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the relevant DSP. Safeguarding training is also given to new Governors and volunteers. Everyone attends refresher training at least every three years. Training in child safeguarding is an important part of the induction process.

- f) notify the local HCSF if:
- it should have to exclude a pupil on the child protection register either for a fixed term or permanently.
 - if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend).
- g) work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial case conferences, core groups and safeguarding review conferences. Contact will be made with Herts Children Schools and Families within 24 hours of a disclosure or suspicion of abuse (Tel: 01992 556976). OFSTED will also be informed of any abuse alleged to have taken place on the premises and of action taken within 14 days.
- h) keep written records of concerns about children noting the date, event and action taken, even where there is no need to refer the matter to the HCSF immediately.
- i) ensure all records are kept secure and in locked locations.
- j) adhere to the procedures set out in the Herts Child Protection Procedures when an allegation is made against a member of staff and the Headmistress.
- k) ensure the background of applicants for vacant posts is checked in accordance with current legislation. (See Recruitment Policy). RMS follows the Government's recommendations for the safer recruitment and employment of staff who work with children. All members of the teaching and non-teaching staff at the school, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are checked with the Criminal Records Bureau before starting work. All Governors, volunteer helpers and contractors working regularly during term-time such as contract staff are also vetted. Our policies are reviewed by Governors annually.

3.3 Mrs Hilary Porter, who is our Pastoral Governor, is also the Liaison Governor for Safeguarding issues. The Governors formally consider safeguarding issues once a year.

Mr. David Ellis is the Compliance Governor and he works with the Headmistress to:

- review the procedures for and the efficiency with which the safeguarding duties have been discharged.
- ensure that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay.
- approve amendments to safeguarding arrangements in the light of changing regulations or recommended best practice.

4.0 RAISING AWARENESS WITH PUPILS

The School prides itself on its culture of open and effective communication between staff and pupils, and on its excellent pastoral support structures. We prepare all of our pupils to make reasoned, informed choices, judgments and decisions. Time is allocated in PSHCE and form/house time for discussion of child abuse and in developing in pupils the confidence which they require to recognise abuse and to stay safe.

All pupils know that there are adults to whom they can turn to if they are worried, including the School Counsellor, the Chaplain and the Medical Staff. In particular:

- Our Medical Centre and all our boarding houses display advice on where pupils can seek help.
- We operate a peer counselling scheme, whereby trained older pupils are encouraged to offer advice and support to younger pupils.
- We provide leadership training to our Sixth Formers and their team of prefects, heads of houses, and senior pupils which specifically covers the importance of offering support and assistance to younger and to vulnerable pupils.
- Our Confidentiality Policy guides all members of the school community.

4.1 We recognise 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.

4.2 This school may be the only stable, secure and 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.

4.3 The School will endeavour to support the pupil through:

- a) the content of the curriculum to encourage self esteem and self motivation (see section 2)
- b) the School ethos which (i) promotes a positive, supportive and secure environment (ii) gives pupils a sense of being valued (see section 2)
- c) the School's behaviour policy is aimed at supporting vulnerable pupils in the

School. All staff will agree on a consistent approach which focuses on the behaviour of the offence committed, by the child but does not damage the pupil's sense of self worth. The School will endeavour to ensure that the pupil knows that some behaviour is unacceptable but that she is valued and not to be blamed for any abuse which has occurred.

- d) liaison with other agencies who support the student.
- e) keeping records and notifying HCSF as soon as there is a recurrence of a concern.

4.4.1 When a pupil on the child protection register leaves, we will transfer information to the new school immediately.

4.5 **Allegations against a member of staff**

Should a **pupil disclose abuse** by a member of staff, including the Head of Pre-School, the situation will be reported to the Headmistress immediately. Should the allegation be made against the Headmistress, the situation must be reported to the Deputy Head who will inform the designated member of the Governing Body.

OFSTED will be informed of any allegations of serious harm or abuse by any person living or working at RMS within 14 days.

4.6 **Anti-Bullying**

Our policy to prevent bullying is set out in all handbooks and is reviewed annually.

ACCIDENT REPORT FORM

NAME OF CHILD

DATE AND TIME OF ACCIDENT

WHAT HAPPENED AND WHERE?

WHAT INJURY WAS SUSTAINED, WHAT TREATMENT WAS GIVEN AND BY WHOM?

HOW WAS THE CHILD AFTER TREATMENT?

SIGNATURE OF STAFF MEMBER

SIGNATURE OF WITNESS

SIGNATURE OF PARENT/CARER

Collection Arrangements

No child will be allowed to leave with anyone other than the designated person at the end of the session. Collection slips must be completed to ensure complete safety of the child.

Collection Slips

Name of Child:

Room:

Name & Address of person collecting child:

Mobile No:

Home Tel No:

Signature of adult collecting child:

Parents Signature:

Date:

Uncollected Children

In the event that a child is not collected we will call someone from the emergency contact list in the first instance. In the event of not being able to contact anyone from this list the Police and Social Services will be informed.

As a next step Ofsted will be informed as a “significant event”.

INCIDENT REPORT FORM

NAME OF CHILD

DATE AND TIME OF INCIDENT

WHAT HAPPENED AND WHERE?

WHAT INJURY WAS SUSTAINED, WHAT TREATMENT WAS GIVEN AND BY WHOM?

HOW WAS THE CHILD AFTER TREATMENT?

SIGNATURE OF STAFF MEMBER

SIGNATURE OF WITNESS

SIGNATURE OF PARENT/CARER

Missing Children

There are a limited number of situations where a child could be missing and these are:

where a child wanders off on a Pre-School outing

where a child escapes from the play area

where a child is taken from the Pre-School by an unapproved adult

Should a child become lost the following action should be taken:

- ❑ alert the member of staff in charge and Head/Deputy who will make enquiries of relevant members of staff as to when the child was last seen and where.
- ❑ remember the safety of the other children, with regard to supervision and security.
- ❑ ensuring that the remaining children are sufficiently supervised and secure, one or preferably two members of staff should search the building, garden and immediate vicinity.
- ❑ if the child cannot be found then the police and parents must be informed promptly.
- ❑ continue to search, opening up the area, keeping in touch by mobile phones.
- ❑ Ofsted to be informed of a “significant event”.

When the situation has been resolved members of staff should review the reasons for it happening and ensure measures are taken to ensure that it does not happen again.

Risk Assessments

Risk assessments are carried out on daily, weekly, half-termly and termly basis, with a review at the end of each term.

Outings

As part of their development children benefit greatly in all areas if taken on outings. It is essential that formal planning takes place before setting off. This involves considering the dangers and difficulties that could arise and making plans to address them. The member of staff in charge needs to complete authorization forms and have approval from the Deputy or Head prior to organizing the trip.

For all outings the following procedures must be followed:

- ❑ Assessment visit by senior member of staff.
- ❑ Complete all relevant forms and seek approval by Head
- ❑ Staff ratios must be maintained at the same level as in force in the Pre-School.
Additionally, where possible parents should be encouraged to join in as they can be responsible for their own children and allow staff to concentrate on the other children.
- ❑ A first aider must be present and a suitable first aid box must be taken. Copies of registration sheets containing contact numbers, allergies, etc. must also be taken.
- ❑ The children must be counted before setting off (on the coach if used) and counting must be ongoing at regular intervals throughout the outing. If the group is broken up into sub-groups a designated person in charge must be assigned and that person is responsible for counting the children at regular intervals.
- ❑ A label must be attached to all children showing the name of Ruspini House and telephone number of Ruspini House. Additionally it should also show the mobile telephone number of one of the staff members on the outing. This label must be displayed on the child in a manner which is visible and is not easily removed by the child. (To be discussed and approved by Head dependent on nature of outing).
- ❑ Children who are not toilet trained should not be taken on outings unless accompanied by a parent.
- ❑ Toilet facilities must be provided for the children at regular intervals.
- ❑ Food and drinks must be provided at similar times to those in Ruspini House and additional drinks should be offered if the weather is warm or if energetic exercise is part of the day.
- ❑ Meeting points must be pre-designated and times arranged when all the party should assemble. These must be strictly adhered to.
- ❑ Transport must be fully insured, driver's details satisfactorily checked and all seats must have safety harnesses or equivalent. The maximum seat capacity of the vehicle must not be exceeded.
- ❑ All children should have spare clothing.

At the conclusion of each outing the teacher in charge of the outing will complete a review of the outing, noting the following:

Any particular problems with transport (e.g. coach arriving late).

Any particular problems with the venue (e.g. nowhere to shelter during rain).