

STRETTON SCHOOL

POLICIES AND PROCEDURES

NON-STATUTORILY REQUIRED

ALL POLICIES ARE AVAILABLE TO PARENTS OF ALL CURRENT AND PROSPECTIVE PUPILS. THESE ARE ALSO AVAILABLE ON OUR WEBSITE

LIST OF SCHOOL POLICIES

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Staff induction
Staffing and employment including Supply Staff
Supervision of Pupils
Swimming
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Work Experience

THESE POLICIES CAN BE FOUND ON THE STATUTORILY REQUIRED POLICIES DOCUMENT

ASSESSMENT, RECORDING AND REPORTING

Assessment is an integral part of the learning and teaching process and is a continual process. It allows the teacher to plan the next stage and raises standards. Assessment and recording will take account of the current strengths and development needs of the children on an individual basis. We assess within the context of the following:

- Self-awareness
- Self-esteem
- Inter personal relationships
- Independence and inter-dependence

In relation to the above, we will focus on:

- How the children know and understand the nature of personal and social skills and how to develop them
- Use the various skills which they have learned

Teaching staff will maintain formal and informal notes on children's progress in acquiring and using the skills being developed. A variety of assessment techniques gain a wide range of evidence. This forms a basis for reporting to parents at both parents' evenings and for the end of session report.

When children are moved into a new class, the teachers require certain information. Staff have access to children's development records, any educational psychologist recommendations, possible reports from Social Services, National Assessment results, IPs and a variety of other plans highlighting each child's progress to date.

Assessment should be motivating

Key Questions

- How well are you doing?
- What progress has been made?
- What is required now?

Implement by

- Daily consultation sharing information with the pupil, or in a group.
- Observe a specific task
- Supervision of a group involved in recording their observations.
- Set realistic targets
- Listening as children report their findings.
- Encourage children to assess themselves
- Make personal learning plans
- Record success and progress in child's individual books.
- Marking that is clearly explained and understood
- Setting tests
- Make constructive oral and written comments about work.

Curriculum Planning and Assessment

Teachers assess pupils' work to inform future curriculum planning and the success of the learning process is measured by regular and ongoing assessment. Provision for assessment is built into schemes of work, medium and short term plans.

Assessment should also allow for the unexpected as well as intended activities. For example, the learning objective may be to learn the 2 and 10 times tables, but children may show knowledge of the 5 times table as well.

Discussions are held between teachers to decide what constitutes evidence of attainment.

As well as academic achievement, the teacher will ensure that personal, social and emotional achievements, self-discipline and attitudes are considered and recognised:

- by praise and encouragement
- by awarding stars
- by informing parents

Keeping Records

Records are kept for the following reasons:

- To record the child's progress and ensure that curriculum plans guarantee continuity and progression.
- To provide teachers with information which enables plans and schemes of work and the allocation of resources and teaching methods to be evaluated and modified where appropriate.
- To provide feedback to children, parents and other staff members.
- To identify strengths, weaknesses and areas for future focus and to provide extension work or support where appropriate.
- To be able to provide evidence used as a basis for discussion with parents about the attainment and achievement of their child.
- To provide information when children change schools.

Reporting

Education of pupils at Stretton School is a three way partnership between parents, children and teachers. We offer regular opportunities, both formal and informal, to review attainment and achievement of individuals.

- Termly meetings with parents, where they are offered time with both the teacher and Deputy Principal to talk about progress, achievement and learning goals. Meetings with the teacher at any other time during the term are also offered if parents wish them.
- Annual written reports by the class teacher detailing progress throughout the year detailing progress and well as achievements and other activities. The report also includes comments on attitudes and behaviour.
- Standard Assessment Tests and Tasks (SATs) are undertaken at the end of Key Stage 1.

Our aim is for every pupil to reach their full potential whilst enjoying all aspects of school life. By assessing, monitoring and evaluating work, this forms part of planning and delivering successful outcomes.

Date: September 2014

Review Date: September 2015

BEFORE AND AFTER SCHOOL CARE AND HOLIDAY CLUB

SEE SEPARATE DOCUMENT

CHARGING POLICY

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs and should be read in conjunction with the Safeguarding and Anti-Bullying policies.

Stretton School is committed and registered to provide free early education for all three and four year olds. The Childcare Act 2006 fulfils the Government's commitment to give every child access to high quality early learning and childcare that helps them to reach their potential; helps parents to work and allows parents to make informed choices about how to balance their children's care and family life.

The free early education for three and four year olds offers universal provision from the term following a child's third birthday up until they reach school age, irrespective of background or family circumstances. All three and four year old children are entitled to 15 hours of free early education a week during the school term until they either go into Reception (Prep 1) or the term following their fifth birthday. Any child is eligible for Free Early Education and it is the responsibility of Stretton School to ensure that eligible children meet these criteria.

Under new regulations, parents/carers who register their children at Stretton School and who start attending during a funding period are entitled to access Free Early Education hours available during the remainder of the funding period. Stretton School will ensure that parents/carers are informed as to the amount of funding entitlement and will claim for these children within the next scheduled payment.

From January 2015, all parents/carers of children registering at Stretton School will have to provide a proof of date of birth. This must be an original document; either a birth certificate or current passport. Parents must produce this within 14 days of a child starting at Stretton School. The school will take a photocopy of the original.

Any hours attended by children outside of their free funded 15 hours per week will be charged in line with the current Fee Schedule. Extended services, including Breakfast, Tea Time and Holiday Club will also be charged at the current rate.

Agreed and approved by the School Advisory Board

Date: 2 October 2014 & October 2015

Review Date: October 2016

DISCIPLINARY PROCEDURES

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs and should be read in conjunction with the School's Anti-Bullying Policy.

Teachers have the following powers when applying discipline:

- They have the statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006). Staff can impose a punishment.
- The power also applies to all paid staff (unless the Deputy Principal or Deputy Head Teacher says otherwise) with responsibility for pupils, such as Teaching and Nursery Assistants.
- Staff can discipline pupils at any time the pupil is in school or elsewhere under the charge of a member of staff, including on school trips.
- Staff can also discipline pupils for misbehaviour outside school.
- Staff have a specific, legal power to impose detention outside school hours.
- Staff can confiscate pupils' property (See Confiscation of inappropriate items).

- Any punishment (including detentions) must satisfy the following conditions:
 - a) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Deputy Principal or Deputy Head Teacher.
 - b) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff.
 - c) It must not breach any other legislation (eg in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all circumstances.
- Any punishment must be proportionate. Section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
- The Deputy Principal or Deputy Head Teacher may limit the power to apply particularly punishments to certain staff and/or extend the power to discipline to adult volunteers, eg parents helping on a school trip.

- The school will consider whether the behaviour under review gives cause to suspect that the child is suffering or likely to suffer significant harm, when the school will follow the Safeguarding Policy. The school will also consider whether disruptive behaviour may be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

When children require some form of discipline, the following will apply:

- One to one adult support to find out what was wrong and what caused the unacceptable behaviour and possibly “time out” with an adult.
- Staff will never use or threaten to use physical punishment
- Any physical restraint will only be used to avoid injury to other children, members of staff or damage to toys, equipment or furniture. If physical restraint is used, the parents will be informed immediately.
- Children will always be told that any serious misbehaviour is unacceptable.
- Members of staff will not shout or raise their voices at a child.

- Any behaviour problems will be dealt with in an appropriate and consistent manner.

- All staff will be aware that some kinds of behaviour may arise from a child's level of understanding and maturity or a child's special needs,
 - All staff understand the school's procedures and implementation for behaviour management and are consistent in their approach.

In the cases of bullying, please refer to the School's Anti-Bullying Policy.

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The confiscated item may be returned to the pupil, or the pupil's parents/carers at the end of the day, however this is up to the discretion of the Deputy Principal and Deputy Head Teacher.

The power to search without consent for “prohibited items” including

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search (Section 550ZC of the Education Act 1996 and Regulation 4: Schools (Specification and Disposal of Articles) Regulations 2012).

Weapons and knives and extreme or child pornography must always be handed over to the police otherwise it is for the teacher to decide if and when to return a confiscated item.

Power to use reasonable force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under the school rules.

Date: September 2015

Review Date: September 2016

CONFIDENTIALITY POLICY

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

Confidentiality is respected in the following ways:

- Parents will be allowed access to all files and records on their own child but are not allowed access to any other child.
- Staff will not discuss individual children with people other than the parents and carers of that child.
- Information given to the school by parents and carers will not be passed on to anyone else without permission.
- All issues concerning the staff remain confidential.
- All anxieties relating to any child are kept in a confidential file.
- Students on work experience will be advised of our confidentiality policy and required to respect it.

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

Date: September 2015

Review Date: September 2016

DATA PROTECTION

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

The Data Protection Act 1998 requires every organisation that processes personal data to notify the Information Commissioner, and the organisation is added to a public register. As an educational establishment, Stretton School requires certain data protected information on children and families in order to provide a safe environment and operate efficiently. For example, if a child suffers from a medical condition, we need to be aware of what this is.

The school, when processing personal data, complies with the eight enforceable principles of good practice. The data is:

- Fairly and lawfully processed
- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Not kept longer than necessary
- Processed in accordance with the data subject's rights
- Secure
- Made available to the individual's parent/carer/guardian about whom the data is held

Security

Each child's record holds any data protected information to which access is limited, and these are stored securely in the school office. Personnel records are also stored in the school office, together with all other data protected information. See following table on specific record keeping and security.

Date: September 2015

Review Date: September 2016

Record	Access	Updated By	Stored
Personnel Records	Principal/Deputy Principal/Deputy Head Teacher/School Secretary/specific member of staff/ISI	Staff/School Secretary	Office/Remote Backup
Medical Records	Principal/Deputy Principal/Deputy Head Teacher/School Secretary/parents/class teacher/SENCo/Doctor	Parents/School Secretary	Office/Remote Backup
Permission Forms	Principal/Deputy Principal/Deputy Head Teacher/School Secretary/parents/class teacher	Parents/School Secretary	Office/Remote Backup
Accident and Medicine Forms	Principal/Deputy Principal//Deputy Head Teacher/School Secretary/parents/class teacher/SENCo/Doctor	Staff	Classrooms then Office/Remote Backup
External Agents Reports	Principal/Deputy Principal/Deputy Head Teacher/School Secretary/parents/class teacher/SENCo	External agents/School Secretary/SENCo	Office/Remote Backup
Performance Reports from other settings	Principal/School Secretary/Deputy Principal/Deputy Head Teacher/parents/class teacher/SENCo	-	Office/Remote Backup
Long Term/Overview plans	Principal/Deputy Principal/Deputy Head Teacher/School Secretary/teachers/ISI	Principal/staff/School Secretary	Classrooms and Office/Remote Backup
Payroll Details	Principal/Deputy Principal/School Secretary/specific member of staff	Deputy Principal/Staff/School Secretary	Office/Remote Backup
Behaviour Management Reports	Principal/Deputy Principal/Deputy Head Teacher/School Secretary/parents/class teacher/SENCo	Staff	Classrooms then Office/Remote Backup

Termly School Reports	Principal/Deputy Principal/Deputy Head Teacher/School Secretary/parents/class teacher	Principal/Deputy Principal/Deputy Head Teacher/staff/School Secretary	Office/Remote Backup
Reading records, individual progress reports etc	Principal/Deputy Principal/Deputy Head Teacher/School Secretary/parents/class teacher	Staff	Classrooms
All records/information relating to staff, children, parents/carers stored electronically	Principal/Deputy Principal/Deputy Head Teacher/School Secretary/specific members of staff/ISI	School Secretary/staff	Remote Backup

DIET

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

The sharing of refreshments can play an important part in the social life of the nursery as well as reinforcing children's understanding of the importance of healthy eating. The nursery will ensure that it fulfils all the requirements of the registering authority and that:

- We encourage parents to provide fruit as a mid-morning snack. Sweets, crisps and biscuits are not permitted.

- All children are required to bring a packed lunch to school, and the staff encourage parents to provide food that is healthy and nutritious. We do not allow fizzy drinks or sweets.

- All meal times are supervised, and the staff on duty ensure that children eat their sandwiches or hot food first followed by yoghurts and fruit.

- When a child starts to attend the nursery, the parents are requested to fill in detailed medical records and a record card highlighting any dietary needs, including allergies.

- Water is constantly available.
- Milk provided for children is semi-skimmed and pasteurised.

Date: September 2015

Review Date: September 2016

DRAMA

Speaking and Listening

Drama encourages imagination and creativity and develops practical and perceptual skills in children. It also helps children to promote the opportunity to develop knowledge of themselves and their relationships to others and to real life events.

Parental participation is encouraged in both song and verse in the Nativity play which promotes encouragement, communication and confidence. Parental attendance and support is also at the summer concerts which promotes children's confidence and awareness of their own capabilities and give parents the opportunity to observe pupils while performing.

Aims and Objectives

- To understand and appreciate oneself, others and the environment through dramatic experience
- To communicate ideas and feelings through language, expression and movement in real and imaginary contexts
- To develop confidence and self-esteem in day to day interaction with others
- To develop various dramatic skills and techniques

- To promote the opportunity to become independent learners

Roles and Responsibilities

- Forward planning is based on the results of continuous assessment.
- Annual written reports to parents of children in Prep 1, Prep 2 and Prep 3.
- Formal open mornings are held with parents to provide the opportunity for discussion and to share information. This also helps to work towards co-operatively shared goals.

Date: September 2015

Review Date: September 2016

EMERGENCY EVACUATION AND LOCK IN POLICY

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs.

Aims

The overall aim is to save life; therefore evacuation is of paramount importance. Staff are not expected to fight fire nor should they go back into any of the school buildings in the event of an emergency evacuation. This policy follows the guidance as set out in the publication by H M Government “Fire Safety Risk Assessment, Educational Premises”.

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The Deputy Principal, Deputy Head Teacher and Designated Safeguarding Lead are familiar with the current legal requirements.

Procedures

The basis of fire safety is risk assessment. These are carried out by competent people within the setting. The responsibility for this assessment is carried out as part of the whole school Risk Assessment and the people designated to this role have received training in fire safety sufficient to be competent to carry out risk assessments (Mrs Anita Barclay and Mrs Lynden Brooks). A copy of the fire safety risk assessment that applies to the building and each individual classroom is available on request from the school office.

Emergency Signal - the Emergency Warning Signal will be a two tone continued alarm. Upon hearing the Emergency Warning Signal, all staff must follow the full Evacuation Procedure. The alarm is checked by the Deputy Principal at regular intervals.

- Anyone discovering fire or smoke should raise the alarm by breaking the glass at the nearest alarm point. These are clearly marked and staff know their location outlined during the Induction Process.
- Fire drills are carried out at least once a term in school, at least once a term in the Tea Time Club, and at least once each Holiday Club. These are recorded in the Fire Drill Log which is kept in the school office. Records are also kept of all servicing of fire safety equipment.
- Fire doors are clearly marked, never obstructed and easily opened from the inside. Daily risk assessments carried out by the Fire Safety Officer identify if there are any problems with the Fire doors.
- Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked annually as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are clearly displayed in the premises, explained to new members of staff and volunteers.

On hearing the alarm:

- Staff must direct children to walk quietly to the nearest exit and then walk quietly in single file to the assembly points dependent on the location of the fire, A (Albemarle Road) or B (Mount Pleasant). Children must line up in register order.
- Staff must ensure that the classroom is empty before leaving and they must take the Register with them plus a First Aid Kit.
- The designated person from Transition must also collect the Visitors Book when leaving the building. Any visitors on site must be accounted for and escorted off the premises
- Everyone on site, children and adults, must leave by the nearest exit.
- The Admissions Secretary, Secretarial staff or the Deputy Principal will call the fire brigade. They will all check with each other that this has been done.
- One designated member of staff for each room will check the children's toilets used by that room to ensure they are empty.

Prep 3/2	Mr I Patterson or Mr R Coyle
Prep 1	Mrs L Brooks
Transition	Miss S Riches
Nursery	Miss H Vincent
Nippers	Mrs S Withey or Mrs J Barnes

- Each staff member will re-confirm once off the premises that all children are present.
- Transition staff will ensure the security gates are unlocked to allow access for the fire brigade.
- The Deputy Principal or most senior member of staff in the Deputy Principal's absence will check that all adults and children are accounted for.
- Classes should stand still and quietly until asked to re-enter the site and buildings.

Practice drills ensure:

- That children are familiar with the sound of the fire alarm.
- That the children and staff know where the fire exits are.

- How children are led from the building to the appropriate assembly point.
- How they will be accounted for and who by.
- How long it takes to get the children out safely.
- Who calls the emergency services and when in the event of a real fire.
- How parents are contacted.

The fire drill record book contains:

- Date and time of the drill.
- How long it took.
- Whether there were any problems that delayed evacuation.
- The location of the fire.
- Which exit was used.
- How many children and staff in every class took part.

If any visitors are present the adult they are working with should ensure that they know what to do.

EMERGENCY LOCK IN PROCEDURE

A lock in will occur when it is necessary for the children, staff, parents/carers or any visitors to the school to remain indoors or, if outdoors, to return indoors quickly. This may occur if there is an intruder to the site, or an unwelcome animal, for example a fox.

Warning

The warning will be the continual ringing of the School Bell and telephone calls to all classrooms.

Procedures

- All staff are to remain in their classrooms.
- If it is break or lunch time all staff and children must return immediately to their regular classroom.
- Lock all external exterior doors.
- Close and secure all windows.
- Teachers to check adjoining rooms to ensure that doors and windows are locked.

- Staff must check the Register to ensure all children are present and account for those missing.
- All teachers must notify the school office of any missing persons.
- Missing persons must not be searched for however appropriate action should be taken if it is deemed safe to do so. If not, the police should be informed immediately.
- The Deputy Principal, Deputy Head Teacher and Designated Safeguarding Lead (or most senior members of staff on site, for example Tea Time or Holiday Club Supervisor) will be responsible for this.
- Staff must not open the door to any person unless they are recognised as accredited staff or are the Police.
- No one is permitted to leave the classrooms or site.
- Those who are outside when this emergency signal is given must go immediately to their classroom.
- The Deputy Principal, Deputy Head Teacher or Designated Safeguarding Lead (or most senior member of staff present, for example Tea Time or Holiday Club Supervisor) will call the Police immediately.

An incident Risk Assessment will be carried out as soon as it practicable after the incident has taken place.

All Clear

The all clear to the emergency, which will be telephone calls to all rooms, will be given by the Deputy Principal, Deputy Head Teacher or Designated Safeguarding Lead (or most senior member of staff present, for example Tea Time or Holiday Club Supervisor), or the Police.

Agreed and approved by the School Advisory Board

Date: 1 May 2013

Reviewed: May 2014 & May 2015

Review Date: May 2016

ENGLISH

English is a vital way of communicating in school and in public life and is therefore a vital part of the educational process. It enables children to express themselves both creatively and imaginatively.

It is important because:

- It is the basic language of communication in our society.
- It is the foundation for almost all the learning that takes place in our school.
- It is essential for independent learning and most aspects of every day life.

Aims

Our aim in the teaching of English is that all children will:

- Develop awareness and the necessary skills to use English language confidently, both in speaking and written work.
- Be able to speak clearly and fluently in ways which take account of their listeners.
- Be able to understand the spoken work, and gain pleasure from it.

- Help create a classroom environment in which children are encouraged to read for themselves.

- Be able to read a wide range of books with understanding, fluency and enjoyment and to gain knowledge, according to their age and ability.

- Be able to focus on words and sentences, phonic awareness.

- Be able to write clearly and carefully, paying attention to letter formation, size, legibility, body position and writing hand preference.

- Be able to write with imagination and originality and to express opinions and abstract ideas.

- Be able to use the correct spelling and punctuation according to their age and ability.

- Be able to write stories with a clear structure, introduction, middle and end according to their age and ability.

- Be able to reflect and evaluate their own use of language, and the use of others.

- Be able to increase their ability to use simple planning to improve their work.

- Take pride in all aspects of their oral and written work.
- Learn to use simple and extended dictionaries and a thesaurus, according to their age and ability.

The teachers use a variety of learning styles and a range of techniques including class discussions, paired talking, board work, interactive whiteboard, question and answer and tests.

Literacy

- The school uses two core reading programmes, the Oxford Reading Tree for the younger children, and the Ginn Reading Scheme 360. The Ginn Scheme is supplemented by an extensive range of graded fiction and non-fiction books, to broaden pupil's experience and respond to a wide range of abilities.
- The class teacher is responsible for assessing pupil needs and planning for continuity and progression.
- Books are selected appropriate to the pupil's age, ability and educational progress.
- Reading and comprehension take place on a daily basis with either the teacher or assistant.
- Key words are given for Stages 1 to 4 of the Oxford Reading Tree.

- Phonic work takes place on a daily basis, and the teacher identifies problems and planning takes this into account.
- Children who require extra support receive help on a regular basis from the teaching assistant.
- All children are encouraged to take books home and read with parents. Any problems, observations or comments are added in their Reading Record for review and assistance by the teacher or assistant.
- Individual reading through the reading scheme is recorded by the teacher or assistant.
- Parents are encouraged to help with phonic sheets and learning new words linked to the reading scheme.

Phonics and Spelling

- Phonics is closely linked with literacy and much of the learning takes place during literacy lessons.
- Spelling is regularly tested in Preps 1 and 2 using spelling lists set by each teacher and using the Ladybird list of key words.
- Children are split into ability groups, if necessary.

- Teachers have extension lists for children gaining consistently good results using the Schonell Essential Spelling Lists.
- Spellings are learnt in class or for homework.

Language and Creative Writing

Children are given practice in written English on a variety of subjects, developing their awareness of the structure of the English language. They are encouraged to use their imagination and to develop their descriptive language through composition and communication.

- Much of the creative writing is linked to topic work, personal experiences and imagination.
- Children are taught to use punctuation correction.
- Children are encouraged to write stories with an introduction, middle and end.
- Older children plan and review their work by discussion.
- Written homework is given matched to the child's ability.
- Children write about the past, present and the future.

- Older children use extended punctuation including figures of speech.
- Resources include outside visits, videos, books, TV and visiting speakers.

Speaking and Listening

Communication is part of every day life at school and in home life and the development of communication and listening skills are an integral part of all areas of the curriculum.

- Children all have opportunities for speaking and listening, not only during English but in many other subjects (see separate Drama Policy).
- Children are offered focused activities through Drama, including poetry and acting.
- Children give short oral presentations on their holiday diaries, stories and when reviewing books.

Handwriting

Children are given the opportunities to write every day and these are developed through regular teaching and practice sessions. Children express themselves through drawing and writing for enjoyment.

- All children are taught the correct pencil grip and that the position of the paper is correct
- Cursive writing is introduced at an appropriate stage of a child's writing skills. A class lesson takes place for 10 minutes a day for the first 4 weeks for those at the appropriate stage.
- Different combinations for letters are introduced, practiced both at home and at school.
- Emphasis is put on letter formation, size, flow, legibility and body position.
- Children are taught to recognise upper and lower case letters.
- Children who need support are given the opportunity for extra practice at school, and in conjunction with the parents, at home.
- Children are encouraged to take pride in their work and ensure it is well presented and commended.

Assessment, Recording and Reporting

Assessment is continual throughout the Foundation Stage and provides information for the next stage of learning and planning.

Teachers record information about pupil progress on a daily basis and this is used to measure pupil progress, identify strengths and weaknesses and determine where pupils need support or extension. The information is also used when discussing children with parents and colleagues.

Progress in all areas is reported informally through parents' meetings and general day to day contact. A formal report is given annually to parents detailing progress made, indicating areas needing support and giving targets for improvement if necessary.

See separate detailed policy.

Date: September 2015

Review Date: September 2016

EXPECTANT MOTHERS

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

Following a detailed risk assessment, it was deemed safe for pregnant staff and mothers to be on site. Staff who are pregnant carry out duties within their capabilities and avoid lifting babies and children, asking for assistance from other members of staff.

Staff are reminded to follow all the procedures as set out in the Health and Safety policy in order to minimise any risk. Pregnant staff do not accompany the school on trips to farms or other activities that would put their health at risk in any way.

Date: September 2014 & September 2015

Review Date: September 2016

FOOD HYGIENE POLICY

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs.

Policy statement

Food safety safeguards consumers' health and well-being by protecting food from anything that could cause harm. High standards of food safety allow our children to enjoy their food without experiencing illness, injury or other problems.

In our setting we provide and/or serve food for children for snacks and packed lunches only. We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food.

Stretton School complies with the Food Safety Act 1990, General Food Regulations 2004, the Regulation of the Food Hygiene Regulations 2006 and the Health and Safety at Work Act 1974. The Food Safety Act 1990 covers all aspects of food preparation/production and service which offer food for human consumption. The school also follows guidance given in "Food Safety – The Good Practice Guide".

It is the responsibility of the Deputy Principal and Deputy Head Teacher to ensure that appropriate staff undergo Basic Food Hygiene training and that at least one person holds a valid Basic Food Hygiene Certificate.

Facilities for Hand Washing

There are separate facilities for hand-washing and cleaning resources (such as paint pots). The basins provide hot and cold running water, antibacterial liquid soap, and for hand washing, disposable paper towels. There are separate tea towels provided for drying utensils, and these are changed regularly (at least 3 times a day).

When to wash hands

Hand washing helps to remove bacteria and viruses and other harmful substances (such as dirt or residues from cleaning materials), and prevents contamination and cross contamination.

Every adult will wash their hands:

- Before preparing or handling food
- After preparing or handling food
- After taking a break
- After going to the toilet
- After eating
- After sneezing into a tissue, blowing their nose or touching any other part of the body
- After changing a waterproof plaster
- After using cleaning chemicals or touching cleaning cloths
- After handling food waste or refuse
- After dealing with a child who is unwell
- After handling known allergens

Adults will not:

- Be involved in the preparation of food if suffering from any infectious/contagious illness or skin trouble
- Smoke anywhere on the school premises
- Cough or sneeze over food
- Use different cleaning cloths for kitchen and surface areas

Food Preparation

Food brought in for break, lunch or tea by children should be for the sole consumption of the pupil. Any food brought into school by staff for their own consumption is not the responsibility of the school. The equipment provided in the staff room (fridge, cooker and microwave) are used at the staff's own risk. However, compliance to Health and Safety regulations will be adhered to.

Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould. The staff will not give food to a child that is not in date. Packed lunches for children in Nursery through to Prep 3 are stored in a cool place.

Any food preparation areas are cleaned before use as well as after use using a recommended product from the Food Standards Agency's Guidance Document meeting the requirements of the British Standards BS EN 1276:1997 or BS EN 13697:2001 to disinfect food contact surfaces and equipment. When using cleaning agents, staff do not mix different agents together, remove any labels from containers storing agents, and agents are kept well away from food and children. Nothing is attached to the shelves above the food preparation area.

Food preparation areas include chopping boards, dishes, plates, bowls and containers, knives and utensils. All utensils, crockery etc are cleaned and stored appropriately. All surfaces are clean and non-porous. Children do not have unsupervised access to any food.

Cloths can carry bacteria and are common vehicles for cross contamination. Different cloths are used for different areas. Cloths are cleaned and disinfected and replaced regularly.

Red: Surfaces such as tables and food preparation areas

Yellow: Washing up

Blue: Toilets and floor spills

Staff preparing food will always wear protective, disposable aprons to avoid contamination when preparing food.

Staff must not wear jewellery when preparing food as it can carry dirt and bacteria that could be transferred to food and could fall into food causing contamination. Staff who cannot remove jewellery (for example wedding rings) will wear disposable gloves. Hair must be tied back and staff will not touch their hair when handling food.

Nails should be short. Any staff wearing nail varnish or false nails must wear gloves as these can chip or detach and fall into food. Any eggs used for baking with the children will always be Lion Brand Grade A.

Waste Disposal

Waste does not come into contact with food products and internal waste bins are emptied at the end of every day. Bins are lined with disposable polythene sacks and are positioned close to work areas but not where there is a risk of them coming into contact with food. Bins are cleaned and disinfected once a week.

Temperature Control

A twice daily record is kept on a temperature log kept by the fridge. Historical logs are kept in the Food Hygiene Folder in Nippers. The temperature is recorded at 7.30am when the first member of staff arrives in Nippers, and again before afternoon snack at 3.00pm. The temperature is recorded at the top of the fridge as this tends to be the warmest part.

If the temperature in the fridge is recorded over 8 degrees centigrade, the staff member who records the temperature must adjust the setting in the fridge to a lower one. They must then ensure that the next reading is below 8 degrees centigrade. If the fridge records a temperature of over 8 degrees centigrade, the staff must inform either the Deputy Principal or Deputy Head Teacher to service or replace the fridge. The fridge is cleaned regularly and this is recorded and filed in the Food Hygiene Folder.

It is important to measure the core temperature of any food that is under refrigeration or being cooked, reheated, cooled or defrosted. Cooked, liquid food is stirred before the temperature is taken to ensure that it is even throughout. Staff always follow the manufacturer's instructions when heating food. Food should be heated to 75 degrees centigrade or above. Reheated food should also reach a core temperature of 75 degrees centigrade for 30 seconds. Once reheated, food must be served immediately or kept at or above 63 degrees centigrade until required.

Care is taken to make sure that the temperature probe does not cause cross contamination, and it is cleaned using probe wipes both before and after use.

The temperature probe will be checked weekly to ensure it is recording the correct temperature. The probe is put into ice cubes in a small amount of water to check for 0 degrees centigrade and boiling water for 100 degrees centigrade. Records are kept in the Food Hygiene Folder.

Cleaning of Utensils and Surfaces

Surfaces are cleaned and disinfected on a regular basis. Spillages are wiped up as they occur and surfaces wiped regularly with an approved disinfectant.

There are six stages of cleaning and disinfection of utensils:

- 1 Pre clean - removing as much loose food as possible by wiping, scraping, rinsing and soaking.
- 2 Main clean - loosening any remaining food using a detergent in warm water.
- 3 Intermediate rinse – removing all loosened food and detergent from the surface with warm water so preparing the surface for disinfection.
- 4 Disinfection – reducing bacterial to a safe level by using very hot water (82 degrees centigrade or above).
- 5 Final rinse – rinsing with warm water to remove all traces of disinfectant.
- 6 Dry – if required for immediate use, drying with a clean t-towel otherwise allowing to air dry to reduce the risk of cross contamination by using a dirty cloth.

Pest Control

Areas around the bins are checked daily as part of the Outdoor Risk Assessment procedures and Rentokil carry out 3 monthly checks of the whole premises for signs of any pests.

Maintenance

Staff have forms for recording any areas that may require maintenance to maintain hygiene standards and utensils and equipment replaced as and when necessary and reported. Records are kept in the food hygiene folder in each classroom.

Staff carry out daily Opening and Closing checks in each room to ensure standards are maintained. These are filed in each classroom's food hygiene folder and any problems reported to the Deputy Principal.

Approved at the School Advisory Board

Date: 18 September 2013

Reviewed: September 2014 & 2015

Review Date: September 2016

GIFTED AND TALENTED PUPILS

At Stretton School we are committed to providing an environment, which encourages all pupils to maximise their potential and this clearly includes pupils who display some form of gift or talent.

The following areas have been identified as being the main areas of ability and are based on the Howard Gardner seven intelligences. Category A includes gifted pupils and B to E pupils who are talented. We also seek to identify pupils who fit into these categories in the future (F) and who are not fulfilling their potential.

A **Intellectual** (aspects of English, Mathematics, Science and Humanities)

B **Artistic and Creative** (art, design, music, drama)

C **Practical** (design and technology, mechanical ingenuity)

D **Physical** (PE, sports, dance)

E **Social** (Personal and interpersonal, leadership qualities, working with adults)

F A pupil who could be recognised as gifted or talented but who is presently not reaching his or her full potential.

It is worth remembering that gifted pupils can be:

- Good all-rounders
- High achievers in one area
- Of high ability but with low motivation
- Of good verbal ability but poor writing skills
- Very able but with a short attention span
- Very able with poor social skills
- Keen to disguise their abilities

Everyone in school has a responsibility to recognise and value pupils' abilities.

Children gifted in English may be identified when they:

- demonstrate high levels of fluency and originality in their conversation
- use research skills effectively to synthesis information
- enjoy reading and respond to a range of texts at an advanced level
- use a wide vocabulary and enjoy working with words;
- see issues from a range of perspectives
- possess a creative and productive mind and use advanced skills when engaged in discussion
- work confidently on objectives for year groups higher than their own
- achieve levels in end of year tests above those expected for their year group

Children gifted in Mathematics may be identified when they:

- explore a range of strategies for solving a problem
- are naturally curious when working with numbers and investigating problems
- see solutions quickly without needing to try a range of options
- look beyond the question in order to hypothesise and explain
- work flexibly and establish their own strategies
- enjoy manipulating numbers in a variety of ways
- work confidently on objectives for year groups higher than their own
- achieve levels in end of year tests above those expected for their year group

At Stretton School we aim to:

- maintain an ethos where it is acceptable to be bright
- encourage all pupils to be independent learners
- recognise achievement
- be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement
- provide a wide range of after school activities
- always provide work at an appropriate level
- provide opportunities for all pupils to work with like minded peers

The types of provision we provide:

Classroom differentiation

- teachers have high expectations
- tasks are designed to take account of levels of existing knowledge, skills and understanding
- there are planned extension opportunities or open-ended tasks
- there is access to higher tier assessment papers

Jane Brydon will act as co-ordinator for gifted and talented pupils at the school and will:

- monitor the school's provision for pupils identified as being gifted or talented
- monitor the progress of pupils identified as being gifted or talented by making a twice yearly review of individual assessments.
- Make website details available to parents

We use a range of strategies to identify more able and very able children. The identification process is ongoing and begins when the child joins our school and involves all staff and pupils.

Data taken into account will include:

- information from parents and carers
- information from previous teachers or pre-school records
- discussions with pupils
- discussions with peer group
- discussions with specialists eg Swimming teacher, French teacher
- Foundation Stage Profile Results in Prep 1
- Baseline standardised assessment tests at the beginning and end of Prep 1
- PIPS standardised assessment tests at the end of Prep 2
- Standard Attainment Tests at the end of Prep 3

Agreed and approved by the School Advisory Board

Date: 2 October 2014

Reviewed: October 2015

Review Date: October 2016

GRIEVANCE AND DISCIPLINARY PROCEDURES

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

Grievance

Stretton School's grievance policy is to ensure that, as far as possible, grievances are dealt with and resolved informally through discussions between the aggrieved employee and the Deputy Principal, Mrs Anita Barclay or Deputy Head Teacher, Mrs Jane Brydon. Any serious grievances must be made in writing however it is expected that an employee will try to resolve their complaint informally if at all possible.

The following will apply:

- An employee has the right to be accompanied by a work colleague at every stage of a formal procedure.
- All proceedings, whether formal or informal, should as far as is practicable, remain confidential.
- A formal record of a hearing will be recorded and given to the employee.

- If an employee has a complaint that involves another employee, they should first try to resolve the matter by direct approach to the employee involved.
- If the matter remains unsolved, the employee may request a meeting with the Deputy Principal who will try to resolve the issue. The meeting should be held within two weeks and all efforts will be made to ensure a satisfactory outcome is achieved.

Disciplinary Procedures

Any disciplinary procedures take full account of the recommendations of the Acas Code of Practice

(<http://www.acas.org.uk/CHttpHandler.ashx?id=1047&p=0>) and are based on justice and equality for all employees, irrespective of their status. This is consistently delivered on all occasions, by everyone involved, when discipline is necessary. The Disciplinary Procedures apply to all employees and are the school's way of formally letting employees know that their conduct or performance has fallen below the required standards.

The procedures are designed to help and encourage all employees to achieve and maintain standards of conduct, attendance and performance using discussion, advice and positive action. The rules are intended to encourage an improvement in conduct and performance using discussion and advice.

As an employee of Stretton School, all staff have a responsibility to understand and follow the conditions of their employment, maintain acceptable conduct and standards of care. If an employee disregards this responsibility, they may be subject to disciplinary procedures which could lead to their dismissal. The Staff Code of Conduct outlines the expected standard of behaviour.

Minor matters should be dealt with informally, usually by the immediate supervisor in each room/classroom and will be dealt with consistently and fairly. No disciplinary action will result if the school attempts to resolve the matter through informal discussions.

Staff will not be dismissed for a first breach of discipline, except where the breach constitutes gross misconduct, in which case staff may be dismissed without notice and without pay in lieu of notice.

Serious offences may include the following:

Negligence resulting in loss, damage or injury

Unsatisfactory personal conduct

Failure to comply with a specific, reasonable instruction

Sending abusive or offensive material via email or other means of communication

Failure to follow procedures as set out in the school's policies

Examples of substantial performance failures:

Breach of the school's health and safety rules

Failure to apply First Aid when required

Disclosures to third parties of confidential information regarding any aspect of the school

Gross misconduct and gross negligence cases are so serious that they breach the contract which exists between employer and employee.

Examples of gross misconduct include:

Theft and unauthorised possession of the school's property

Deliberate falsification of records or any other form of dishonesty

Wilfully causing harm or injury to a child, member of staff or parent/carer

Incapacity due to alcohol or drugs

Possession or administration of drugs or alcohol on the premises

Unacceptable abusive or violent behaviour to members of staff, parents/carers or children

Discrimination or harassment of any kind

Blatant disregard of health and safety issues

Breach of the school's confidentiality policies and procedures

Staff always have the right to appeal against any disciplinary action at each stage of formal proceedings.

Depending on the severity of the incident which needs investigation, it may be appropriate to suspend the employee concerned with pay pending the completion of the investigation. A meeting will be held as soon as possible and if the decision is taken to suspend them, this should be confirmed in writing.

Procedures

Whenever there is any breach of discipline, the immediate supervisor, or if it is deemed appropriate, the Deputy Principal or Deputy Head Teacher will gather all the facts. An investigation will be conducted into the alleged incident or incidences. Facts will be established by using statements from witnesses and supporting documentation where necessary. One of three actions will be taken:

- 1 Take no action. There may be no case to answer or the matter may be so trivial that it is better overlooked.
- 2 Take informal action – a meeting will be arranged to discuss the problem with a plan on how to make improvements to conduct or performance. Notes may be taken of the outcome, but this will not result in any disciplinary action held on personnel records.

- 3 Arrange a disciplinary meeting – this is necessary when the matter is more serious. As far as is practicable, the investigation, disciplinary hearing and if requested the appeal should be heard by a member of the management team who has not been involved in any of the previous stages. In serious cases, a member of the School Advisory Board may be called.

A “reasonable belief” from the investigation may be drawn but issues will not be pre-judged. Depending on the severity of the incident, the school has the right to dismiss an employee once they have been provided with the facts that have been ascertained, the correct procedures have been followed and a meeting has taken place with that employee. The employee should be given the opportunity to be accompanied at the meeting by a colleague. At any time during the hearing, the employee can ask for a colleague to be present. The employee will be allowed to defend the allegations at the meeting.

Following the hearing, all the facts and evidence will be considered and a decision taken about what action to follow. Any penalties must be reasonable, commensurate with similar cases and take account of any mitigating circumstances. The decision should be one of the following:

- 1 No further action
- 2 Verbal warning. The staff member will be warned that any repetition might result in further disciplinary action. A record will be placed on the staff member's personnel file, but disregarded after six month's satisfactory conduct.
- 3 First Written warning. If the offence is serious, if performance is still unsatisfactory, or if a further offence occurs, staff will be given a written warning which will include the reason for the warning and a note that, if there is no improvement after an agreed period, this will result in dismissal. This will be disregarded after 12 months' satisfactory service.
- 4 Final written warning. If the conduct or performance is still unsatisfactory, where a serious offence has aggravated factors or a further offence occurs, a final written warning will be given, making it clear that, if there is any recurrence of the offence or if other serious misconduct occurs within an agreed period, this will result in dismissal. This will be disregarded after 12 months' satisfactory service.
- 5 Dismissal with notice. If there is no satisfactory improvement, or a further serious misconduct occurs, the staff member will be dismissed.

Under normal circumstances, these steps should be taken in sequence, but in exceptional circumstances, intermediate steps may be omitted and a more serious sanction chosen.

The employee should be informed of the decision taken at the meeting in writing. If the decision is to dismiss the employee for gross misconduct without notice, it is normal to dismiss at the time of giving the decision. For other dismissals, notice is generally given in accordance with the contract. The employee has the right to appeal. The employee has five working days to lodge an appeal. The appeal request must be in writing and should set out the reasons and grounds for the appeal. The employee has the right to be accompanied by a work colleague at the appeal. Appeals should be made to Mr Tony Hadlow, Member of the School Advisory Board.

Once the issues and procedures have been re-examined the school will come to a decision and communicate that decision to the employee in writing within five days of the appeal hearing. The outcome will be one of the following:

- 1 The original decision upheld and the disciplinary action confirmed.
- 2 The original decision overruled and the disciplinary action cancelled.
- 3 The original decision largely confirmed, but a less severe action imposed.
- 4 In the event of new evidence, the original decision may be upheld and a more severe action imposed.

If an employee appeals against dismissal, the dismissal will take place pending the appeal. If an employee is reinstated after an appeal, they will be paid retrospectively for any work they have missed.

Agreed and approved by the School Advisory Board

Date: 18 September 2013

Reviewed: September 2014 & September 2015

Review Date: September 2016

HEALTH AND HYGIENE

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

Stretton School promotes a healthy lifestyle and a high standard of hygiene in its day to day work with children and adults. This is achieved in the following ways:

Health

Food

Any snacks provided will pay attention to children's particular dietary requirements.

When cooking with children as an activity, the adults will provide healthy, wholesome food, promoting and extending the children's understanding of a healthy diet.

First Aid, Illness & Medication

See detailed First Aid Policy.

Parents are asked to keep their children at home if they have any infection, and to inform the school as to the nature of the infection. This will allow the school to alert other parents and to make careful observations of any child who seems unwell. The school asks that parents follow the school's exclusion period detailed below and every classroom has a copy.

Illness/Disease	Exclusion Period
Chicken Pox	5 days from the onset of the rash <u>and</u> all the spots have healed or scabbed
German Measles*	5 days from the onset of the rash – children are most infectious before the diagnosis is made and most children should be immune due to immunisations.
Hand, Foot and Mouth	Until all the blisters have healed up.
Impetigo	Until lesions are crusted or healed (must not be moist or discharging). Antibiotic treatment may speed healing and reduce infectious period.

Measles*	5 days from onset of rash.
Meningitis*	Until recovered – depends on the strain and severity.
Ringworm	Until anti-fungal treatment has commenced.
Scabies	Child can return after first treatment.
Scarlet Fever*	5 days from commencing antibiotics.
Conjunctivitis	When eyes are no longer pink and itchy and discharge has ceased.
Mumps*	5 days from the onset of swollen glands.
Threadworms	No exclusion, however treatment is strongly recommended for the child and household contacts.
Head Lice	Until treated and live head lice eradicated.
Sickness, temperature or diarrhoea	At least 48 hours has elapsed since last sign of symptoms.

* Denotes notifiable disease

The school requests that parents inform the school if their child has received any kind of bump to the head whilst at home, however small. This allows the staff to observe any changes in the child's health. We also always inform parents of any head injury received at school.

If the children of school staff are unwell, the children will not accompany their parents to work in the school.

Cuts or open sores, whether on adults or children, will be covered with plasters or other dressings.

When cleaning cuts and grazes, any blood stained wipes or pads are disposed of in a separate bin and are collected as clinical waste every month.

If a child becomes unwell whilst at school, the school will contact the parents immediately and ask them to collect the child. In the cases of emergencies, parental consent allows the school to take a child to hospital.

If the child is on prescribed medication, the following procedures will be followed:

If possible the child's parents will administer medicine. It is the school's policy not to administer prescription medicines (eg antibiotics) to children during school time however in exceptional circumstances the school will administer the medication. The staff keep a detailed record of any medicines administered. The forms include the name of the child, the name of the medicine, how often it is to be administered and what the dosage is, and the name of the member of the staff who administered it. The parents sign the form upon collection.

In cases where parents request the school to administer prescriptive medicine, a letter of consent signed by the parent or person with parental responsibility must accompany the medication. The letter should include the name of the illness or condition, the name of the medicine, the dosage and frequency. We are unable to administer any prescription medicine without a letter of consent.

All medications are stored in a fridge away from the classrooms and not within access of any child.

The school will ensure that the First Aid equipment is kept clean, replenished and replaced as necessary. Sterile items will be kept sealed in their packages until needed.

All staff are required to keep their First Aid Certificate up to date (renewable every 3 years) and there will always be on the premises at least one qualified First Aider trained to administer first aid to children.

All accidents are recorded, and accident reports are filed confidentially in the school office. Each accident report contains details of the time and place of the incident, who was involved, and what first aid was administered. The member of staff who witnessed the incident should record it, even if they do not administer the first aid. Parents/carers are informed upon collection of children and are requested to sign the accident report. Accident forms are reviewed and used as a basis for Risk Assessment.

Details of any children with specific allergies are displayed in their classroom so staff are always aware of the nature of their allergy and treatment required.

Information Sources

Parents will have the opportunity to discuss health issues with school staff and will have access to information available to the school.

The school will maintain links with health visitors and gather health information and advice from the local health authority information services and/or other health agencies.

Hygiene

To prevent the spread of all infection, adults in the group will ensure that the following good practices are observed.

Personal hygiene

- Hands washed after using the toilet and before handling food.
- Toothbrushes not shared.
- Children with pierced ears not allowed to share each other's earrings.

- Children encouraged to blow and wipe their noses when necessary and to dispose of soiled tissues hygienically.
- Hand washing after sneezing and coughing.
- Towels are available and these are washed regularly.

Cleaning and clearing

Any spills of vomit or excrement will be wiped up and flushed away down the toilet. Rubber gloves are always used when cleaning up spills of body fluids. Floors and other affected surfaces are disinfected using disinfectant. Fabrics contaminated with body fluids will be thoroughly washed in hot water. Any spills of blood are cleared up and disposed of in the separate clinical waste bin.

Spare laundered pants and other clothing are available in case of accidents, and polythene bags available in which to wrap soiled garments.

All surfaces are cleaned daily with an appropriate cleaner.

All nappies are disposed of in a separate industrial clinical waste bin which is collected regularly.

Food

The school will observe current legislation regarding food hygiene, registration and training.

In particular each adult will:

- Always wash their hands under running water before handling food and after using the toilet.
- Not be involved in the preparation of food if suffering from any infectious/contagious illness or skin trouble.
- Never smoke anywhere on the school premises.
- Never cough or sneeze over food.
- Use different cleaning cloths for kitchen and surface areas.

The school must notify Ofsted of any food poisoning affecting two or more children looked after on the premises. Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident. The school commits an offence if they fail to comply with this requirement.

Date: September 2015

Review Date: September 2016

ICT

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

Information and Communications Technology (ICT) is the processing, presentation and communication of information by electronic means. The role of ICT is one of the major challenges facing our education system at the present time therefore it needs to be under constant review. It is evolving very quickly and is part of everyday life, both at home and at school.

Stretton School feels it is essential that all pupils gain confidence and ability in ICT to prepare them for the challenges they face in the technological world. ICT can also enhance and extend children's learning and development and is done mainly through the use of computers.

The aims of the use of ICT are as follows:

- It can be presented as a creative and fascinating process in which children are encouraged to use their own imagination, initiative, reasoning and investigative skills.
- Children understand the relevance of ICT in society and it can be used as a tool to learning, communication and researching information.

- Children are encouraged to achieve to the best of their ability.
- To provide programmes of work that lead to children becoming independent and confident users of ICT.
- To provide programmes that support children of mixed ability in all areas of learning in school and at home.
- To increase children's attainment by using ICT as a support and a means of re-enforcement.
- To use Interactive Smartboards to promote a more interactive experience.
- To give all staff the opportunity to enhance their ICT skills.

All children in Nursery, Transition, Prep 1, Prep 2 and Prep 3 have access to the use of the computers regardless of gender, race, cultural background or disability.

Health and Safety

- Children are not given the responsibility of plugging in, and switching on and off machines without a member of staff present.
- Food and drink is not allowed to be consumed whilst children are using the equipment.

- It is the responsibility of the staff to ensure that the equipment is stored securely, and that it is regularly checked by a reputable IT support company.
- Children are seated comfortably at the computers and do not spend long periods of time using the equipment.
- Any faults are logged and action taken as necessary.
- An adult supervises children when they are accessing information via the Internet to ensure it is appropriate and educational.

As the world of ICT is rapidly changing with new technology being produced all the time, the equipment and software are regularly reviewed to ensure it is of a current nature. Planning of the use of ICT is also regularly evaluated and children in Prep 3 use the ICT suite at Norwich School on a weekly basis.

The school uses a range of different ICT sources which are regularly evaluated. As different equipment and materials become available, the school will assess their benefits and whether they are appropriate.

The school will consider the following when looking at new software and resources:

- Is it relevant to anything we are covering in the Curriculum or in our topic work
- Is it easy to use
- Can the children use it independently
- Can it be customised to suit the needs of the children
- Is the language appropriate for the age range and special needs of the children
- Is the material non-discriminatory, diverse in culture and interesting to both genders
- Is it interesting
- Does it support the learning of less able children
- Does it extend the learning of highly able children
- Does it support Numeracy and Literacy

The school does not allow staff to bring in their own software to be used or installed on any computer without prior permission from the Deputy Principal, or before it has been assessed by a senior member of staff. The three reasons for this are that a) the school must have an appropriate licence or permission to use the software; b) the material is suitable and c) viruses are not imported onto the school systems.

Date: September 2015

Review Date: September 2016

LOOKED AFTER CHILDREN

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

Stretton School is committed to providing quality provision for all children and their families based on equality of opportunity. The staff are committed to ensuring that a “Looked After Child” (LAC) in their care achieves and reaches his or her full potential. The term “Looked After Child” denotes a child’s legal status and is never used to categorise a child and we do not refer to the child using this acronym.

LAC are those who have either been taken into care by the local authority, or accommodated by the local authority under a voluntary care arrangement. Most children in this category will be living in a foster home, but some may be in a children’s home, living with a relative or placed back home with their natural parents. Some, but not all of these children may have experienced traumatic situations such as abuse or neglect. The school recognises that separation from a home or family can be disruptive and may have an impact on their emotional well-being.

For LAC, the school aims to promote secure attachments, particularly with a Key Person with the Early Years Foundation Stage Framework. We understand that LAC will need to be able to cope with further separation, a new environment and new expectations.

Requirements for Admission

- In order for the school to accept LAC, we would expect the child to have been with a foster carer for at least 6 months to show signs of having formed a secure attachment to that carer.
- If a child is already attending the school and is taken into care and is cared for by a local foster carer, we will continue to offer provision for the child.
- The designated person for LAC is the Child Protection Officer or one of the two Deputy Child Protection Officers.
- Within the Early Years Foundation Stage, any LAC will be allocated a Key Person and the designated person will ensure the Key Person has the information, support and training necessary to meet and look after the child's needs.
- The designated person and the Key Worker will liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure appropriate support is given.
- A Personal Education and Care Plan will be put in place when a LAC joins the setting which incorporates the child's learning needs. This is reviewed regularly and at least every 2 months for the first 6 months. Thereafter, it will be reviewed at 3 to 6 monthly intervals.

- The school recognises the role of the local authority social care department and the key agency in determining what takes place with the child. Any changes with regard to the carer's role in relation to the setting will not take place without prior discussion and agreement with the child's social worker.

- The Personal Education and Care Plan will consider
 - the child's emotional needs and how they will be met
 - how any emotional issues and problems that affect behaviour will be managed
 - the child's need for friendship and socialisation
 - the child's interests and abilities, possible learning
 - how any special or additional needs will be supported
 - how information will be shared with the foster carer and local authority as well as what information is shared, with whom, and how it will be recorded and stored.
 - what contact the child has with any family and what arrangements are in place for supervised contact.
 - what written reporting is required.

- The settling in process for the child will be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. The setting appreciates that separation may cause some anxiety and be a lengthy process and the process will be handled sensitively and in accordance with the child's needs.
- Observations will initially take place focusing on the child's sociability and emotional development.
- Any concerns about the child will be recorded and discussed with the foster carer, or other professionals as deemed necessary and appropriate.
- If the concerns are about the treatment of the child by the foster carer, or abuse is suspected, the setting will follow the safeguarding procedures.
- Regular contact will be maintained with the social worker which will include the foster carer.
- Transition to the setting will be handled sensitively and the designated person and or the child's Key Person will liaise with the school, ensuring any relevant information or documentation is shared with the agreement of the LAC's birth parents.

This policy links to a number of other school policies including:

Behaviour Policy

Anti-Bullying Policy

Safeguarding Policy

Equal Opportunities Policy

Special Educational Needs Policy

The school will raise awareness and challenge negative stereotypes about LAC in order to ensure that they achieve to the best of their potential.

Staff Training

Arrangements will be made to ensure the designated person is kept up to date with developments relating to the education of any LAC. Other staff will receive training and support to enable them to work with LAC including those who are at risk of underachieving or who have additional needs. These made include EAL, Gifted and Talented Children or having learning or physical needs.

The school's SENCO and the teacher responsible for Gifted and Talented children will be informed of any LAC who has particular gifts, talents or learning needs and will work them as required.

Agreed and approved by the School Advisory Board

Date: 20 June 2012

Reviewed: June 2013, 2014 & 2015

Review Date: June 2016

MAJOR INCIDENT CONTINGENCY PLAN

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

The main purposes of the Major Incident Contingency Plan are to allow consideration of various types of emergency situation and how the school would respond. The policy is also to give the school community confidence when faced with a crisis.

A Major Incident is defined as:

- Death or serious injury of a child or member of staff, either on site or off site on school business.
- Any act which results in destruction or vandalism to part of the school where there is serious injury, death or the normal operation of the school is severely disrupted.
- A widespread outbreak of serious illness.
- A scandal involving sexual or financial impropriety.

The Major Incident Response Team will be set up when a Major Incident is declared by the most senior member of staff on site at the time and comprises:

Position	Role
Deputy Principal in conjunction with members of the School Advisory Board.	Decide on the content and method of communication with staff, pupils, parents, media and other authorities. Allocate tasks to other Response Team members. Record a detailed log of the incident and collation of related paperwork. Organise de-brief after the event.
Deputy Head Teacher	Co-ordination of evacuation procedure.
Secretary/Office staff	Facilitate collection of Registers, Visitors Book, contact numbers for all parents and staff, First Aid Kits and equipment. Managing telephone and IT systems and data.
Chair of the School Advisory Board	Source of support and consultation for the Deputy Principal.

In the event of an incident arising during the school holidays, the most senior member of staff present will ensure that the Deputy Principal is contacted immediately and other members of the Response Team not present are kept informed.

Actions

The list of actions may not necessarily be appropriate in all circumstances and the Response Team must judge which are relevant and appropriate to a specific Major Incident. In addition, the list of actions may not necessarily cover all eventualities and again the Response Team must judge if additional actions are necessary.

Short Term Actions - Within 3 Hours

- The first person on the scene must ensure that a First Aider is present and that the emergency services are called (Police, Fire and Ambulance).
- Carry out evacuation procedures as outlined in the Fire Drill Records.
- Alert and assemble the Response Team who should ensure they have a mobile/school mobile with them.
- Keep a log of all events.
- Make plans for the continued smooth and safe running of the school and assess any restriction to the availability of staff, accommodation and facilities including IT and telephone.
- Should the telephone systems be affected, invoke alternative temporary arrangements.
- Arrange for a member of the Response Team to attend the scene of the incident.
- Establish full and firm details of the incident including as much information as possible about any casualties.

- Inform school staff of the situation and ensure that they all understand that the Deputy Principal, in conjunction with members of the School Advisory Board, determines the content and method of all communications to avoid speculative or unguarded comments to children, parents or the media.
- Deputy Principal to prepare initial statement for telephone callers, or callers in person.
- Secretary to contact school insurers.

Medium Term Actions – Within 24 hours

- Deputy Principal, in conjunction with the School Advisory Board, to prepare and issue a statement to the media.
- Deputy Principal and Secretary to organise temporary services, accommodation and facilities, including telephone and internet.
- Visit any casualties.
- Debrief any staff and pupils involved in a sympathetic manner, while gathering detailed information.
- Maintain log of events, and formal Accident Records.
- Assess emotional support and/or counselling required and provide as necessary.
- Make whatever other temporary arrangements are necessary for the continued functioning of the school.

Long Term Actions – 24 hours onwards

If appropriate:

- Revisit any casualties.
- Prepare full written account of events.
- Complete any outstanding Accident Reports.
- Assess repairs and replacements to damaged accommodation and facilities.
- Update insurers and solicitors.
- If the school has been closed, make plans to re-open.
- Keep staff, School Advisory Board, parents and pupils informed of developments.
- Hold a debrief for the Response Team and update relevant school policies and procedures accordingly.

Criteria for Closure

- 1 A major incident preventing the safe operation of the school.
- 2 Severe weather which prevents the majority of staff travelling to work.
- 3 During colder months, heating breakdown where the temperature falls below 16C and where the temporary relocation of classes to correctly heated accommodation is not possible.

- 4 Total power failure for more than 4 hours and where satisfactory temporary arrangements appropriate to the season cannot be made.
- 5 Total loss of water supply for more than 4 hours and where satisfactory temporary arrangements for drinking water, toilet and washing facilities cannot be made.
- 6 Staff illness where there are not enough staff for all pupils to be safely cared for.

Action Plan for School Closure

Before the start of the school day

- 1 The Deputy Principal will telephone the Chair of the School Advisory Board and a decision will be made by the Deputy Principal as early as possible.
- 2 All staff will be contacted by telephone.
- 3 All parents will be contacted by ParentMail via email or text.
- 4 The school website will be updated to provide current information for parents and staff.

- 5 The voicemail message on the main school answerphone will be changed to give up to date information to callers.
- 6 Staff who live close to the school will be asked to come in to supervise any pupils who do arrive at the school.

During the School Day

- 1 A decision will be made by the Deputy Principal and all staff informed immediately.
- 2 Pupils be asked initially to go to their classrooms with their teachers.
- 3 A ParentMail email or text will be sent to all parents about pick-up arrangements.
- 4 The school website will be updated to provide information to parents.

Agreed and approved by the School Advisory Board

Date: 20 June 2012

Reviewed: June 2013, June 2014 & June 2015

Review date: June 2016

MARKING

Marking provides a basis for children to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment. It also shows respect for the work produced, gives feedback and indicates the ways in which the individual can improve. Marking also encourages a child to look at errors in a positive manner.

Principles

- Marking can have different roles and purposes at different times and can involve both written and verbal feedback which can be given on an individual or group basis.
- The marking of children's work, either written or verbal, should be regular and frequent.
- Teachers should look for strengths before identifying weaknesses when marking work.
- Marking should be linked to learning objectives/targets, even for the more able children and helps with future planning.
- Teachers should look for opportunities to provide positive feedback and reinforcement to children concerning their work, either on an individual basis or in front of the whole class.

- Marking should be used to inform teacher's judgements concerning children's progress and to inform teacher records and reports.
- Marking provides an indication to parents about their child's progress.

The following procedures for marking children's work should be implemented by all staff:

- Children's work should be corrected as soon as possible after completion, and where appropriate, in the presence of the child. This also encourages discussion of work and focuses on targets.
- Work should be corrected according to the Curriculum focus ie for a piece of Science work, correct the Science, not the English however the teacher's professional judgement can determine whether more comments are necessary.
- When marked work is returned to children there should be some kind of verbal feedback either individually or as a class.
- Where appropriate, a brief written comment, positive and constructive, should be made on the work. The comment should be informative ie not just good etc and linked to the learning objective.
- Stars and rewards are given as a reward for effort with an explanation as to why these have been given.

It is important that children understand that the purpose of marking is:

- to recognise those areas of school work that are good and to improve upon them.
- to give encouragement towards producing work at an acceptable level.
- to indicate to children what happens next, to ensure progression.
- to check for standards, both individually and within the class.
- to determine whether a child can work within set time limits or academic targets.
- to acknowledge effort and attainment.

Date: September 2015

Review Date: September 2016

MATHEMATICS

Rational

Mathematics is the study of number and its applications. It is the study of measurement number and quantities that we use on a daily basis and is an essential part of our every day existence.

Mathematics can be seen as:

- A means of organising and communicating information
- A body of knowledge and a tool to encourage mathematical thinking and problem solving
- A means by which aspects of the physical world can be explained and events predicted
- A source of challenge and satisfaction

Aims and Objectives

- To provide a carefully planned programme reflecting every day needs
- To develop oral, mental and arithmetic skills
- To give children the opportunity to appreciate and understand the concept of number and how it affects them
- To encourage children to record in various ways when interpreting and handling data

- To promote independent learning
- To involve parents through shared experience between school and home

Roles and Responsibilities

Teachers have responsibility for teaching mathematics in the classroom. The needs of the children are paramount and should reflect in the following:

- Forward planning
- Differentiated programmes of study
- Varied teaching styles
- Attention to pace of lesson
- Provision for re-enforcement
- Continuous assessment

Monitoring and Evaluation

- Deputy Principal to check forward planning termly
- To view progress records
- To talk and work with children daily
- To assist staff to develop expertise in the area of mathematics

Recording and Reporting

- Teachers to complete termly in advance the forward planner for Mathematics for each class
- Deputy Principal to be informed of children's difficulties
- Forward planners to be passed on to any other teachers involved
- Open days are held once a year for each year group
- Appointments can be made to discuss progress with parents
- Written reports twice each year

Assessment

To be achieved by

- Continuous assessment
- Observation
- Questioning
- Discussion
- Written work

Date: September 2015

Review Date: September 2016

MOBILE PHONE AND CAMERA POLICY

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

Due to the significant advances in mobile phone technology, there is the potential for both mobile phones and cameras to be used inappropriately and compromise the confidentiality of the children in our care. In order to ensure the safety and wellbeing of the children in the setting, and to prevent images being recorded and inappropriately used, Stretton School prohibits the use of personal mobile phones by staff when working with children both on and off site, and prohibits the use by parent helpers or visitors when on the school premises. This also prevents both staff and parent helpers from being distracted from their role.

This policy outlines the acceptable use of both phones and cameras and the following will apply:

- Any visitors to the school will be asked to turn off their mobile phone whilst on the premises and asked to refrain from using them.
- Parents will be discouraged from using their mobile phones when on the school premises.

- Staff must not have mobile phones in their room of work. These may be stored securely in staff bags in the staff room. They must not receive or make calls on their mobile phones during lessons. This forms part of the Staff Code of Conduct. When not teaching or supervising children, mobile phones can be used in the staff room or the school office.

- Children are not permitted to bring mobile phones or cameras to school. This is outlined in the School Rules.

- If staff or parents have a personal emergency, they are free to use the office telephone.

- Parents/carers are requested to sign relevant documentation when their child commences at Stretton School, giving authorisation for the setting to take photographs for assessment and observation purposes only. If parents do not give permission, we respect their decision.

- Separate consent is requested from parents for the use of photographs on the website, any revisions to the prospectus and any other external publications, for example local newspapers.

- The school's photographs will only be uploaded onto computers in the school office. No memory sticks will be used. Images will not be stored on any transferable device. Photographs will only be used for appropriate school material.

- Parents/carers will not be covered by the Data Protection Act 1998 if they are to take photographs or make recordings for their own private use. The Act will therefore not prevent parents/carers from taking photographs before and after the School Nativity Play, the Summer Concert, Sports Day and Summer Fete.
- The right to refuse parents the opportunity to take photographs or make recordings may be reserved on health and safety grounds. This right will be implemented should it be deemed appropriate.
- Parents will only be permitted to make recordings or take photographs of any event for their own personal use. The use of such images and recordings for any other purpose will be a breach of the Data Protection Act 1998.
- Personal cameras may not be brought into the setting or used at any time, apart from the specified occasions outlined.
- Under no circumstances should photographs be taken on mobile phones by staff, parents or visitors.
- Under no circumstances must cameras of any kind be taken into the toilets without prior consultation with the Safeguarding Officers.
- If photographs need to be taken in the toilet area, ie photographs of the children washing their hands, then the Safeguarding Officers must be told and staff supervised.

- No electronic copies of photographs should be passed to outside agencies without the permission of the parent/carer, or unless there is a Safeguarding Issue.
- Images are only to be used for a specified purpose and will not be used in any other context.
- School Photographers will be treated as any other visitor and appropriate levels of supervision will be in place and at all times. This will ensure no unsupervised access to children will be given.
- Children may on occasion be given the opportunity to photograph each other and their surroundings. This may occur both on and off site and for most children it will be to record a trip or event. Children may only use the settings cameras and photographs will be downloaded on the office computers only.
- Under Data Protection Law, full names and photographs of children will never be displayed together.

Agreed and approved by the School Advisory Board

Date: 20 June 2012

Reviewed: June 2014 & June 2015

Review Date: June 2016

NAPPY CHANGING

Nappies, nappy sacks, wipes and nappy cream are provided by parents. These are kept in named baskets and replenished when appropriate.

Staff always:

- Wear protective, disposable gloves and aprons
- Change children on the changing tables
- Put wet or soiled nappies in a nappy bag.
- Put nappy bag in separate clinical waste bin.
- Clean child thoroughly with baby wipes.
- Replace with clean nappy.
- Clean changing table mat with disinfectant spray.
- Dispose of gloves.

- Wash hands thoroughly.
- Reassure and talk to child during whole procedure.

Date: September 2015

Review Date: September 2016

No SMOKING

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

It is a legal requirement that smoking is not permitted on the school premises at any time. The staff at Stretton School wish to provide a smoke free environment for all children as they are aware that children who are exposed to passive smoking are more prone to chest related illnesses. It will be known to all staff, teaching, support staff and new employees that the school operates a strict No Smoking policy, both on the premises and in the immediate vicinity, including outside the school or on Albemarle Road. Staff are also not permitted to smoke when accompanying children offsite for extra-curricular activities or school trips. All visitors, including prospective parents, will be made aware of the No Smoking Policy. The school does not want to present smoking as acceptable, nor do we wish to present adult smokers as role models. The school encourages children to respect themselves and others and to make healthy choices. We aim, through relevant topics, discussions, drama and assemblies to ensure that our children are aware of the health risks associated with smoking.

Agreed and approved by the School Advisory Board

Date: June 2012

Reviewed: June 2013, 2014 & 2015

Review Date: June 2016

NUTRITION POLICY

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

The influences on healthy eating for children are diverse and the importance of nutrition is taught through the curriculum. The aim of this policy is to ensure the school provides an environment that supports and encourages good nutrition for all children, staff, parents and carers.

The school acknowledges that:

- Parents and families have the most significant influence on a child's development. Schools also play a significant role and have been identified as a key setting in which to address healthy eating.
- Food and healthy eating are key parts of family life, socialisation and a healthy lifestyle. Eating provides significant opportunities for children to come together and to interact within the family, school or community context. Healthy eating also incorporates activities around food such as production, preparation and consumption.
- School environments and educational activities that promote healthy nutrition choices through involvement of children, teachers, parents and carers, and the community are the most effective and successful.

- Advertising and marketing is a key factor influencing the eating habits of children.
- Social, cultural and environmental influences that have an impact on what children and their families eat should be acknowledged.
- Good nutrition and healthy eating incorporates skills that take children into future stages of their health and development.

Nutrition has a major influence on children's health and well-being, and a direct impact on physical and cognitive growth and development. Teaching children about healthy nutrition through the curriculum and Breakfast and Tea Time Clubs, provides an important opportunity for the school to make a positive contribution to the health of everyone. This will also be taught through the Healthy Life Style Fair. The important social and cultural role of food, and the wide range of attitudes to it, needs to be acknowledged. Stretton School recognises that the area of nutrition can be an avenue for consistent and continual health education and the promotion of health and well-being.

Principles

Nutrition at Stretton School will be guided by the following principles:

- Promote a variety of healthy choices for nutritious snacks
- Integrate good nutrition and healthy eating into the curriculum and overall school environment
- Involve children, parents, carers and staff in the implementation of the policy
- Acknowledge the role of food in the celebration of significant events
- Respect and celebrate the wide range of backgrounds, cooking traditions and eating patterns in the community

The school will encourage children to make healthy eating choices in their diet through an appreciation of the importance of nutrition on health and develop an appreciation of the cultural and social aspects of food. The school will also ensure that any provision of food, for example at snack time, is a source of good nutrition and an example to children.

Strategies

The curriculum will cover areas such as health, physical education and nutritional studies used to promote an understanding of nutrition and healthy eating. Opportunities will be provided for staff to participate in professional development to support the implementation of the policy, including courses on Healthy Eating. All children will have a designated period in which to eat lunch and Safe Food Handling Guidelines will be followed in the provision of school based food, for example school snack.

The school will ensure that oral health information is taught to children and information will be linked with general health education where appropriate. Topics on oral health will be taught and Oral Health Professionals will be invited to the School's Healthy Life Style Fair.

Water Consumption

The consumption of water is permitted during class time throughout the year to promote hydration and good drinking practices. Water bottles are placed within the child's reach and children have access to the water fountain outside Transition at all times, under the supervision of a member of staff. Children are encouraged to bring a water bottle for their own use in class and in the playground. Sharing of water is to be consumed during class time to minimise the risk of dental decay. Other appropriate drinks can be consumed during breaks but the school does not permit the drinking of any fizzy drinks at school. Water consumption is encouraged during breaks especially after physical activity.

Packed Lunches

Holiday, Breakfast and Tea Time Clubs

Information about lunchbox and snack content ideas will be provided to parents through class and individual discussions and through the school's policies. It is recommended a variety of foods from the five food groups make up the content of the lunchbox and parents are encouraged to avoid foods and drinks that have a detrimental impact on learning and health. For example, caffeine drinks, carbonated drinks, foods high in fat, sugar and salt are not recommended for inclusion in the lunchbox. Sweets and nuts are not permitted. The school provides fresh fruit daily for morning snack.

Eating Areas

The school will endeavour to provide pleasant eating areas protected from the sun. Children are encouraged to contribute ideas to enhance their eating areas and are expected to respect the eating areas by keeping them tidy and litter free.

Agreed and approved by the School Advisory Board

Date: June 2012

Reviewed: June 2013, June 2014 & June 2015

Review Date: June 2016

OUTDOOR PLAY

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

At Stretton School we value outdoor play as an important part of the daily life of children throughout the school and we reinforce this to parents. It is essential to young children's learning and receives evaluation, resourcing, staffing and adult interaction on a par with the indoor environment.

Outdoor experiences allow children to practise their developing skills and explore the outside world. It is also important for children's physical, mental and emotional development. Children are given a wide range of open-ended equipment and environments and the guidance for the Early Years Foundation Stage supports access to the outside environment. It also enables children to consolidate by rehearsing, repeating and revisiting learning on a different scale and in a different way. For example by measuring, building and counting using tape measures, boxes, strides, hops and jumps.

Children are encouraged to wear appropriate footwear and clothing outdoors. The school also provides a large number of shower proof jackets and boots. They have access to the paved outdoor area and to the grassed area unless it is too muddy or they have inappropriate footwear. All children are appropriately supervised, with the required number of staff present at all times.

Children are allowed to use the equipment except in severe weather eg deep snow or ice, or if it is deemed too wet and slippery. Staff encourage children to use the equipment safely and with others in mind. Children are encouraged to keep the wheeled toys off the safety mats and to use them with care.

The children also have use of the garden and appropriate areas of the playground to plant seeds and bulbs. They are encouraged to use the sand trays and paddling and ball pools if the weather is appropriate and a wide range of equipment for use at all times.

Each of the 7 Foundation Stage areas are developed through outdoor play:

Personal, Social and Emotional Development

- Providing opportunities for children to develop relationships and co-ordination.
- Encouraging children to take turns and help each other.
- Encouraging children to take responsibility for the equipment, and to tidy resources away.

Physical Development

- Equipment outside takes into account all stages of a child's physical development
- Good range of equipment to develop children's co-ordination and control skills
- The resources and equipment encourage a variety of ways of using the body
- The children are presented with challenges that enable them to discover what they are able to do whilst learning about the limitations of their bodies
- Children are able to experience a variety of different sized pieces of equipment and use them in a variety of ways
- Children are encouraged to use their bodies imaginatively through dance, music and movement
- Staff ensure that boys and girls have equal access to all areas of physical learning
- Children are encouraged to be aware of what happens to the body following exercise.

Communication and Language

Literacy

- Opportunities for children to talk to each other.
- Opportunities for children to express their ideas, feelings and interests through role play by using the resources.
- First hand experiences for children and adults to talk to each other.
- Books offer a stimulus for investigations outside.
- Appropriate resources available to support relevant and meaningful reading and writing.

Mathematics

- Children are encouraged to explore patterns, shape, measurement and numbers which support a range of learning
- Children can solve mathematical problems and use and develop their mathematical language
- Children are able to work with resources on a large scale and play mathematical games with large equipment
- Numbers are incorporated into outdoor play
- Children are encouraged to write numbers or record mathematical ideas in relevant and appropriate ways.

Understanding of the World

- Children are encouraged to observe and express their ideas about similarities and differences in the natural world
- Children are encouraged to explore the physical environment and are able to solve problems in their own way
- Changes in the weather are used to stimulate investigative work
- A good range of natural and made materials are available for children and adults to talk about and to make and build
- Good range of resources to develop children's interest in movement
- Children use resources to develop imaginative play

Expressive Arts and Design

- Children are encouraged to represent their ideas imaginatively allowing children to create both 2D and 3D images
- Children are encouraged to explore colour, shape and texture within natural materials
- Movement and singing take place in the outdoor environment.
- Children have the opportunity to experience a large range of textures and different materials
- Opportunities are provided for children to develop large-scale work
- Appropriate resources are available to support large-scale mark making.

Equipment available for the outside area includes:

Pop up Tent and tubes

Wigwams

Scooters

Hockey sticks and pucks

Magnetic Alphabet numbers

Number floor tiles

Bean bags

Push along ride on cars and crocodiles

Shopping Trolleys

Ride on tractors and lawn mowers

Wheel barrows and petrol pumps

Push chairs

Paddling and ball pools

Balls including footballs, tennis balls, coloured pool balls

Bats and balls

Soft bowling sets

Building bricks

Skipping ropes

Buckets and spades

Skittles

Table and chairs

Three wheeled bikes

Maze balance board

Cones

Climbing frames

Pirate Ship

Play house

Hoola hoops

Baby walkers

Tennis rackets

Sand and water trays

Post Box

Dens

Swings

Date: September 2015

Review Date: September 2016

PARENTAL BEHAVIOUR

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

Statement of intent

Stretton School believes staff, parents/carers and children are entitled to a safe and protective environment in which the school conducts itself. Behaviour that will cause harassment, alarm or distress to users of the premises is an offence under Section 547 of the Education Act 1996.

The school will not tolerate threatening, abusive or insulting words and behaviour by people on school premises. This is also outlined in the Terms and Conditions of Registration. Physical attacks and threatening behaviour, abusive or insulting language to staff, School Advisory Board Members, parents and carers and children will result in the school insisting the parent responsible for the unacceptable behaviour leaves the school site immediately. This also includes abusive and insulting language used on telephones, mobile telephones or any form of written communication. Staff reserve the right to terminate a conversation.

Aims and Methods

Parents/carers are expected to behave with courtesy towards all staff, other parents/carers, children and other people on the school site.

Following an incident of misconduct, the Principal, Deputy Principal, Deputy Head Teacher or one of the school's Safeguarding Officers can ask the parent to leave the premises and may call the police if necessary. A written report will be made of the circumstances surrounding the incident. Parents may be banned from entering the school premises dependent on the severity of the incident. A parent who has been banned from entering the school premises is trespassing if he or she does so without permission.

Having interviewed any staff and any other witnesses present, the Principal, Deputy Principal, Deputy Head Teacher or one of the school's Safeguarding Officers will make written notes of any interviews. This information will be given to Chair of the Advisory Board who will then be responsible for taking the necessary action required to resolve any complaints. The Chair of the Advisory Board can delegate their position to another Board member if it is felt more appropriate.

The Chair of the Advisory Board or Board member will invite the offending parent/carer for an interview if it is deemed necessary. The Chair of the Advisory Board or Board member must be accompanied at the interview by another Board member who is not directly involved. The parent/carer is permitted to bring a person of their choice to the interview. An agreed written record of the discussion will be made. All of the parties present at the meeting must sign the record and be in receipt of a copy of the document.

Stretton School may in certain circumstances summon the police to remove the parent/carer from the premises and apply for a court injunction to exclude the person or persons from the premises. If a child is left in defiance of the suspension, we will follow our Non-collection of Children Policy.

Date: September 2015

Review Date: September 2016

PARENTAL INVOLVEMENT

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

The aim of Stretton School is to support parents in their essential role and as the first educators of their young children. The school will:

- Involve parents in shared record keeping about their own child, both formally and informally, ensuring that parents have access to all written records on their own children.
- Ensure that parents are given information on a regular basis about their child's progress and have an opportunity to discuss it with staff.
- Ensure that all parents have opportunities to contribute from their own skills, knowledge and interests to the activities of the group.
- Ensure that all parents are fully informed about meetings, conferences, workshops and training.
- Hold meetings in venues which are accessible and appropriate for all.

- Welcome the contributions of parents, whatever form these may take.
- Make known to all parents the systems for registering queries, complaints or suggestions.
- Make parents aware of FOSS (Friends of Stretton School) which welcomes any parents as members. FOSS is the parent/teacher committee set up to raise funds and organise activities for the school.
- Provide a termly FOSS newsletter to keep parents informed of monies raised, activities, possible fundraising events etc.
- Provide opportunities for parents to learn about the pre-school curriculum and about young children's learning.

Date: September 2015

Review Date: September 2016

PERSONAL AND SOCIAL DEVELOPMENT

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

All aspects of a child's experience at home, school and out of school contribute to Personal and Social Development. Personal and Social Development is fundamental to the development of the whole child.

Aims

- To have an appropriately positive regard for self and others and their needs
- To develop life skills to enable them to participate effectively and safely in society
- To take increasing responsibility for their own lives

The achievement of these aims requires pupils to increase their knowledge and understanding about themselves, others and their immediate environment and the world in which they live. They will need to learn and practice processes and skills which will enable them to achieve the following:

- Look after their personal needs
- Work independently
- Participate effectively in groups
- Make their own decisions
- Assess their own abilities and capabilities

Children are greatly influenced by society's values, the values which are communicated explicitly or implicitly in school and by the values held at home. Indeed there may be potential conflict between some of the values held in society, school and home. There is, however, considerable agreement on values such as honesty, justice, fairness and respect for others.

Whole School Approach

This necessitates the creation within the school of a warm, caring, supportive atmosphere in which all pupils, staff and parents know that they are valued.

Our supportive school atmosphere should take account of such areas as:

- The pupils as individuals
- Good communications
- Pastoral needs
- Multi-cultural education
- Positive achievements
- Views of all members of the school community

Each areas of the curriculum has a contribution to make to Personal and Social Development. All teaching staff are able to utilise whichever curricular areas are appropriate to promote the following:

- Develop positive attitudes towards themselves and others and cope with emotions and a variety of experiences
- Develop tolerance, respect and a willingness to co-operate and share with others
- Develop skills in working independently and taking responsibility for their own learning
- Develop the confidence to show initiative and imagination

There is no reference to attainment targets at levels A – E because of the complex nature of pupils' PSD development. It is important to remember that personal rates of development are not and cannot be standardised. Sometimes they are subject to regression. A pupil's self-esteem at age 5 may well be far higher than at age 14 as a result of life experiences.

We must also consider that it is extremely difficult to determine what a pupil is thinking or feeling simply by observing. Also compliant behaviour may be the result of pupils using their skills and knowledge to play the system to achieve some hidden objective.

Self-Esteem/Personal Development

High self-esteem is crucial if children are to benefit fully from the variety of experiences offered throughout the curriculum.

In the school children will be provided with opportunities to experience success in a variety of contexts, such as:

- Being a messenger
- Handing out resources
- Displaying presentations of work
- Negotiating class and school rules
- Monitoring
- Assisting on trips

We actively encourage that every child has a positive contribution to make and will use all areas of the curriculum to enhance the self-esteem of all our children.

Opportunities are taken to help children to explore in class, group, and stage or in one-to-one situations, the way in which past and present experiences can affect their feelings and attitudes and how their ideas about themselves will have been influenced by messages received from others.

Inter-Personal Relationships/Social Development

There are many opportunities in the school for developing pupils' skills in relationships. We will strive to assist pupils to recognise these skills and to further develop them. This involves paying attention to roles, interaction, values, communication and behaviour in all situations. Much of this will be achieved by creating a class and school ethos in which pupils and adults are expected to treat each other with mutual respect and consideration.

Themes such as the following lend themselves to furthering inter-personal relationships:

- People Who Help Us
- My Friends
- My Family
- My Community

Within this area we will also focus on the following:

- Communicating needs to others
- Listening and responding to the needs of others
- Communicating own ideas
- Respecting the views of others

- Maintaining stances
- Sharing
- Bullying
- Forgiveness
- Perseverance
- Changing behaviour
- Supporting each other

Independence& Inter-Dependence/Social Development

Growing up involves an increasing awareness and recognition of dependence, independence and inter-dependence. Recognising when it is appropriate to act in these ways is a sign of maturity.

At every stage staff will encourage pupils to act with increasing independence and provide opportunities for them to do so. At the same time the school will assist the children to recognise that increased responsibility goes with increased independence. Children have to learn that when they have freedom to choose and make decisions that they have to accept responsibility for that choice and the ensuing consequences.

We foster an attitude of viewing problems as learning opportunities for the children. We will present children with challenges which stimulate creativity, collaboration and innovativeness. We will take all opportunities to highlight that while acting independently and living in society sometimes it is necessary to make concessions to enable others to achieve their goals.

Examples of pupils' potential development are:

- Carrying out a range of tasks on their own or in a group
- Discuss more than one strategy for coping with or tackling problems
- Asking for advice and independently acting on it
- Showing ability to set realistic goals for self and others
- Accepting that others' needs may be more important than their own
- Demonstrating their ability to select from an increasing range of choices and discussing the reason for the choices made
- Taking increasing responsibility for their own actions
- Pupils being encouraged to extend their thinking through addressing questions related to areas such as peer or media pressure and cultural influences.

Date: September 2015

Review Date: September 2016

PHYSICAL EDUCATION

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

The school aims to engage pupils in a challenging programme within which they can safely develop physical skills, physical well-being, interpersonal skills and a positive attitude to an active lifestyle suited to each individual.

Aims

- To allow children to develop and grow healthily and happily
- To give children the opportunity to express themselves through various contexts eg active health, games and swimming
- To help children develop self-awareness, confidence and co-operative relationships with other children.
- To help children with spatial awareness
- To develop life long positive attitudes to health and fitness
- To encourage children to develop appreciation of their own performance and the performance of others

- To make sessions fun and appropriate according to age and ability
- To engage in purposeful and enjoyable physical activities
- To promote pupils' physical development by extending their sensory awareness, fine and large motor skills, visual and oral awareness
- To contribute to pupils' social development by encouraging appreciation of the value of co-operation and the need for rules, responsibilities and acceptable behaviour.
- To encourage tolerance and honesty when dealing with others and to help with their social skills.

Specifically for each class the overall aims are as follows:

Prep 1 To have fun whilst achieving co-ordination and healthy attitudes to games.

Prep 2 To be able to follow instructions and use the time allocated to game to advantage and to participate in team games, races etc with an enthusiastic and friendly attitude.

Prep 3 To develop co-ordination and skills appropriate to age and ability. To follow rules and learn to work as part of a team, as well as an individual.

Roles and Responsibilities

The class teacher has the responsibility for teaching Physical Education. Careful account must be taken of the needs of the children. This should be reflected in the following ways:

- Lessons should incorporate warm-up and cool-down sessions
- Teaching styles should be varied to provide a balance of class, group and individual activities
- Lessons should be suitably paced
- Opportunities for reinforcement should be given
- Throughout the school year there should be continuous assessment to highlight strengths and any areas of weakness

The Deputy Principal checks forward plans each term and provides and keeps maintained equipment required for the PE programme.

Safety in PE

- From an early age, children should be taught the careful and correct use of the equipment
- The equipment must be safe to use
- Any broken/dangerous equipment should be reported to the Deputy Principal and/or school secretary and reported in the Faults Reporting Book
- Children should be appropriately dressed, i.e. suitable shoes, T-shirt, shorts or joggers, warm coats, hats and gloves in the winter.

- No jewellery should be worn at any time during lessons.
- Children must be supervised at all times.
- Children are taught to consider others ie spatial awareness

Assessment

An essential element of effective teaching and learning is the use of continuous assessment. Observation, questioning, demonstration and discussion are all integral parts of this process and are to be undertaken during each lesson. Teachers adopt a differentiated approach to enable children to reach their full potential and the PE programme allows flexibility so that all children can achieve success at their own level.

Termly reports are given to parents which include assessment on Games and Swimming. Parents are invited to participate and spectate on sports days.

Date: September 2015

Review Date: September 2016

PHYSICAL CONTACT AND RESTRAINT POLICY (ALSO INCLUDED IN THE BEHAVIOUR MANAGEMENT POLICY)

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

Statement of Intent

The staff at Stretton School recognise the importance of safeguarding and promoting the welfare of children. We also recognise that all staff, including volunteers, have an active part to play in protecting our children from harm. All staff should provide a caring, positive, safe and stimulating environment promoting the social, physical and moral development of individual children. The school understands the importance of working within the Every Child Matters Framework and the five outcomes outlined within it:

Be Healthy

Stay Safe

Enjoy and Achieve

Make a Positive Contribution

Achieve Economic Well-Being

Physical Contact

During a child's time at Stretton School, particularly with the younger children, there will be occasions when the staff will need to have some form of physical contact with the children in their care. The school recognises that close, physical contact is vital in order to help them develop into well-balanced, secure and happy individuals. The school is however aware of the need for clear boundaries for physical contact in order to protect everyone involved.

Physical contact may be misconstrued by a child, parent or observer. Touching pupils, including well-intentioned gestures, can if repeated regularly lead to serious questions being raised.

General Guidelines

As a general principle staff must not make gratuitous physical contact with their pupils. It is particularly unwise to attribute touching to their teaching style or as a way of relating to pupils. There may be some children for whom touching is particularly unwelcome. For example, some pupils may be particularly sensitive to physical contact because of their cultural background or special needs or because they have been abused.

Where appropriate, staff should receive information on these children, whilst ensuring that all matters of confidentiality and sensitivity remain of paramount importance. In addition, there should be a common approach where staff and children are of different sexes. Physical contact with pupils become increasingly open to question as pupils reach and go through adolescence and staff should also bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.

Where Physical Contact may be Acceptable

There are occasions when physical contact with a child may be necessary, for example to demonstrate exercises or technique during PE lessons, during sports coaching, when providing first aid or during the dressing and undressing of younger children at swimming. Young children and children with special educational needs may need staff to provide physical prompts to help.

There may be occasions where a distressed pupil needs comfort and reassurance, possibly due to an accident or disagreement, or a child struggling to separate from a parent or carer, which may include physical comforting such as a caring parent would give. Staff should use their discretion in such cases to ensure that what is normal and natural does not become unnecessary and unjustified contact, particularly with the same child over a period of time. Staff should use their own professional judgement when they feel a pupil needs this kind of emotional support and should reflect the child's needs, age and level of maturity. Where a member of staff has a particular concern about the need to provide this type of care and reassurance they should seek the advice and guidance of the Deputy Principal, Deputy Head Teacher or Designated Child Protection Lead.

Detailed instances that would involve physical contact include the following:

Reason for Contact	Acceptable Contact	Unacceptable Contact
<p>Consoling and reassuring a child who was upset, possibly due to an accident or disagreement, or maybe a child struggling to separate from a parent or carer.</p>	<p>Cuddling a child, sitting a child on your knee. Occasionally, when separating a child from a parent or carer, it is necessary to physically remove/transfer the child to a member of staff, with adult's consent. Sitting a child on an adult knee.</p>	<p>"Kissing Better"</p>
<p>Toileting children who still require adult support.</p>	<p>Lifting, supporting children on the toilet. Wiping bottoms following a bowel movement. Older children will be encouraged to do this for themselves. For children in Nippers to Transition, the toilet door will always be left open but modesty will be preserved. Adults will always talk to children about what is happening and why.</p>	<p>Never touching a child's private areas. The adult may direct a child's hand to assist them.</p>
<p>Changing the clothing of a child who may have soiled themselves.</p>	<p>Quickly undressing and redressing the child. May involve removing underwear and replacing with clean clothes. Cleaning soiled body parts with antiseptic wipes. Colleagues will always be made aware that a child and staff member have left the room to deal with soiling.</p>	<p>Intimate or sustained contact with child's body.</p>
<p>Restraining a child for their own protection or the protection of others.</p>	<p>Holding a child across their bodies from behind, using gentle to firm pressure as necessary until the child has calmed down sufficiently. Guiding children by the shoulders away from the situation using the "Mitten Grip".</p>	<p>Unacceptable force eg causing reddening of the skin or bruising. "Gripping" children with fingers apart.</p>

Reason for Contact	Acceptable Contact	Unacceptable Contact
Helping with dressing up clothes, adjusting clothing (eg tucking in shirts, vests etc into skirts/trousers).	General contact with the body.	Intimate or sustained contact with the body.
Holding hands such as for reassurance, in circle games and role play or for safety reasons eg crossing the road.	Gently holding hands. "Over Grip", adult placing hand under child's arm and over the top of their hand.	Unacceptable force.
Sitting children on an adult's knee eg for sharing a story, reinforcing good behaviour or at a child's request.	Putting arm or arms around the child.	Intimate contact. Sitting child face to face and astride an adult.
Rough and Tumble Play, Physical play.	Piggy Bags, tickling, catching child as part of an agreed game, holding child around upper body eg assisting them on bikes, climbing frames, swings, climbing outdoor equipment. Although games may be child led, there are incidences where these may be adult led. It is vital any contact must be on the child's terms and with their willing participation. The adult must always be sensitive to the child's feelings and body language as they may not always communicate verbally.	Unreasonable force, intimate contact.

Physical Restraint

Where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force'. Before intervening physically, staff should wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. The staff member should continue to attempt to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. In such cases only the minimum force necessary will be used whilst maintaining a calm and measured approach.

Stretton School staff should not put themselves at risk of injury. In these circumstances, the staff member should remove the other pupils who may be at risk and seek assistance from a colleague or colleagues and if necessary telephone the police. Staff should inform the child/children that they have sent for help. Until assistance arrives, staff should continue to attempt to defuse the situation orally and try to prevent the situation from escalating.

Types of Incidents

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a child. They will fall into three broad categories:

- 1 Where action is necessary in self-defence or because there is an imminent risk of injury.
- 2 Where there is a developing risk of injury, or significant damage to property.
- 3 Where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations that fall within one of the first two categories are:

- A child attacks a member of staff or another pupil
- Children are fighting
- A child is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- A child is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- A child is running in the playground in a way in which he or she might have or cause an accident likely to injure him or herself or others
- A child absconds from a class or tries to leave school (N.B. this will only apply if a child could be at risk if not kept in the classroom or at school).

Examples of situations that fall into the third category may include:

- A child persistently refuses to obey an order to leave a classroom.
- A child is behaving in a way that is seriously disrupting a lesson.

Application of Force

Physical intervention can take several forms. It might involve staff:

- physically interposing between pupils
- blocking a child's path
- holding
- pushing
- pulling
- leading a child by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back or in extreme circumstances, using more restrictive holds.

In exceptional circumstances, where there is an immediate risk of injury, member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example to prevent a young child running off a pavement onto a busy road, or to prevent a child hitting someone, or throwing something. In other circumstances staff should not act in a way that might reasonably be expected to cause injury, for example by:

- Holding a child by the neck or collar, or in a way that may restrict their ability to breathe
- Slapping punching or kicking the child
- Twisting or forcing limbs against a joint
- Tripping up a child
- Holding or pulling a child by the hair or ear
- Holding a child face down on the ground
-

The Range of Interventions: How May Children be Restrained?

In the unlikely event of a staff member needing to use restrictive physical intervention, the following points should be noted:

- Restrictive physical intervention must be consistent with the concept of reasonable force
- The circumstances must warrant the use of force
- The degree of force employed must be in proportion to the circumstances of the incident and the minimum to achieve the desired result.
- Avoid causing pain or injury
- Avoid holding or putting pressure on joints
- In general hold long bones
- Do not hold a pupil face down on the ground or in any position that might increase the risk of suffocation.

Recording Incidents

Any member of staff involved in an incident requiring physical intervention must inform the Deputy Principal and write a detailed report of the incident to help prevent any misunderstanding or misrepresentation of the situation.

Planning for Incidents

If the school is aware that a child is likely to behave in a way that may require physical control or restraint, it will plan how best to respond in the situation. The school will endeavour to:

- Manage the pupil and situation by diffusing the situation
- Involve the parents to ensure that they are clear about the specific action the school may need to take
- Brief staff to ensure that they know exactly what action should be taken and where appropriate provide training or guidance
- Ensure that additional support can be summoned if appropriate

The following staff have attended Step On Training which includes appropriate strategies for physical restraint:

Mrs Lynden Brooks

Mrs Anita Barclay

Miss Linda Reynolds

Information and strategies are shared with all practitioners within the setting at Staff Training Days.

Agreed by the School Advisory Board

Date: 26 September 2012

Reviewed: September 2013, 2014 & 2015

Review Date: September 2016

RECRUITMENT POLICY

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. Stretton School is committed to safeguarding and promoting the welfare of all children in its care. As an employer, the school expects all staff to share this commitment.

In line with recent legislation including the Children Act 2004, Safeguarding Children and The Independent Schools Standards Regulations, the school takes very seriously its duty of care for all children. In order to help safeguard and promote the welfare of all its pupils, the school is committed to a thorough and consistent Safer Recruitment Policy.

Aims

The aim of this policy is to help deter, reject or identify people who might abuse children or are otherwise unsuited to working with them by having appropriate procedures for appointing staff.

Responsibilities

It is the responsibility of the Principal, Deputy Principal and Deputy Head Teacher to ensure the school has effective policies and procedures in place for the recruitment of staff and volunteers in accordance with Department of Education and legal requirements. They must also ensure that appropriate checks are carried out on all staff and volunteers who work at the school before any appointment can be confirmed.

The School Advisory Board may be involved in staff appointments if the Deputy Principal and/or Deputy Head Teacher feel it is appropriate but the final decision rests with them. There will always be one person at any interview who has completed the Safer Recruitment Training.

Recruitment and Vetting Checks

When recruiting staff, a comprehensive recruitment checklist is used to ensure that recommended procedures are followed. Any potential candidates invited to interview will be sent a copy of the Safeguarding Policy and this Recruitment Policy together with a Candidate Information Pack. The Candidate Information Pack will include the following:

- Information about the School
- Job Description
- Person Specification

- Application Form which will ask for the following information:

Current and former names

Date of Birth

Current Address

NI Number

Qualifications, awarding body and date

Full employment history including reasons for leaving employment and explanations for periods not in education or employment

Declaration of any family or close relationship with existing staff

Details of 2 professional/character referees including current or most recent employer when working with children

Personal statement – this must be written using the person specification, demonstrating your suitability for the position you are applying for.

The candidate must sign the declaration at the end of the application form to confirm that all the information provided is correct.

The following will be included in any letter inviting candidates to interview:

“The post you have applied for involves responsibility for and working with children and necessitates strict child protection screening. In accordance with the Department of Education directive with regard to the recruitment of new staff, would you please bring the following documents to your interview:

- 1 Verification of your qualifications as outlined in your Application Form.
- 2 Two proofs of identity such as Birth Certificate, Passport or Driving Licence which include name, date of birth and current address
- 3 Where appropriate, any documentation evidencing a change of name.
- 4 Two proofs of residence of your address ie utility bills or bank/building society statement.
- 5 Where appropriate, documentation evidencing your right to work in the UK.
- 6 Enhanced Disclosure from the Criminal Records Bureau or Disclosure and Barring Service relating to your current employment.

This will enable the required pre-appointment checks to be carried out and will support an application to the Disclosure and Barring Service if you are subsequently offered the post. If you are successful in your application, you will be required to complete an enhanced level Disclosure from the Disclosure and Barring Service. You must subscribe to the DBS online service which enables the school to regularly check the status of your enhanced disclosure. Failure to subscribe to this service before commencing employment could result in your offer of employment being withdrawn.

Any previous employer may be contacted, in particular the school at which you last worked if you are not currently working in a school in order to confirm employment details and reasons for leaving.”

Following any interview with the Principal, Deputy Principal, Deputy Head and in some circumstances the School Advisory Board, a written record of the outcome of the interview will be made.

Successful candidates will also be informed that references will always be sought directly from current and previous employers for information to verify experience or qualifications and suitability to work with children. Any discrepancies or anomalies will be followed up. Successful candidates will also be required to complete a Pre-Employment Health Questionnaire to assess the appropriate level of physical and mental fitness, and an Identity Checklist and provide appropriate documentation to support both forms. All new appointments where persons have lived outside the UK are subject to additional checks as deemed necessary which may include evidence of checks provided by another country for an applicant who has worked abroad or evidence from any agency supplying the member of staff (where applicable).

Any provision of false information by potential or successful candidates is an offence and could result in any applications being rejected and possible referral to the police and the Department for Education. In addition and as part of a broader approach to best practice in safer recruitment the school will always carry out face to face interviews.

Upon appointment, the school will carry out a Barred List Check on the day before the candidate is due to commence employment. Any staff appointed to management positions, or any new proprietors appointed after August 2015 are subject to a s.128 direction, done via the DBS. A s128 direction would show on a DBS barred list check. Pre-appointment checks of new staff also have regard to Disqualification under the Childcare Act 2006.

Agreed and approved by the School Advisory Board

Date: 20 June 2012

Reviewed June 2013, June 2014, June 2015 and October 2015

Review Date: October 2016

REFERENCE FORM

Name of applicant:			
In regard to application for:			
Name of company supplying details:			
Dates of employment: from _____ to _____			
Position on leaving the company:			
Main duties and responsibilities of the post:			
<hr/>			
1.(a) Attendance and timekeeping			
Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Comments:			
<hr/>			
1.(b) Please state the number of days and number of occasions the applicant has been absent in the last 24 months:			
<hr/>			
2. Knowledge of subject			
Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Comments:			
<hr/>			
3. Attitude and conduct			
Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Comments:			
<hr/>			

4. Relationship with children			
Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Comments:			
5. Relationship with parents			
Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
Comments:			
6. In your opinion, was the employee trustworthy?			
Yes <input type="checkbox"/>		No <input type="checkbox"/>	
Comments			
7. Reason for leaving:			
8. Would you re-employ this person?			
Yes <input type="checkbox"/>		No <input type="checkbox"/>	
Comments:			
9. Was the employee subject to any formal disciplinary proceedings at the time he/she left your employment?			
Yes <input type="checkbox"/>		No <input type="checkbox"/>	

If yes, please give details.

Please use the job description and person specification attached to comment on the applicant's suitability for this appointment. It would also be helpful if you could describe any strengths and weaknesses you consider the applicant has demonstrated in relation to the requirements of the job.

Are you completely satisfied that the applicant is suitable to work with children?

Yes

No

If No, please provide specific details of your concerns and the reasons for your doubts:

To the best of your knowledge, has the applicant ever had an allegation made against them, or been under investigation, in regard to his/her behaviour towards children?

Yes

No

If Yes, please give full details of the nature and date(s) of the allegation(s), by whom they were investigated, what conclusion was reached as a result of the investigation, whether any action was taken and if so what that was?

Has the applicant been the subject of a disciplinary action in respect of which penalties or sanctions remain in force?

Yes

No

If Yes, please give full details of the nature and date(s) of the misconduct and of the penalty or sanctions still in force.

Has the applicant been the subject of any disciplinary action relating to his/her suitability to work with children in which penalties or sanctions were imposed but have since expired?

Yes

No

If Yes, please give full details of the nature and date(s) of the misconduct and of the penalty or sanctions that were imposed.

Signed:

Name:

Position:

Date:

ILLEGAL WORKING CHECKLIST

If you can produce one of the documents specified in List 1, no further information is required. If you cannot, you must provide documents from list 2; either two from Combination 1 or the two specified in Combination 2.

LIST 1	
Please provide only one of the documents below	
A	Passport <input type="checkbox"/>
B	Registration Card <input type="checkbox"/>
C	Residence Document <input type="checkbox"/>

LIST 2	
Combination 1	
Please provide one from A and one document from B-H	
A	Document showing National Insurance Number <input type="checkbox"/> Or P45 <input type="checkbox"/> Or P60 <input type="checkbox"/>
B	Birth Certificate (issued in the UK) <input type="checkbox"/>
C	Birth Certificate (issued in Channel Islands, Isle of Man or Ireland) <input type="checkbox"/>
D	Certificate of registration of Nationalisation as a British Citizen <input type="checkbox"/>
E	A letter from the Home Office to the holder, which indicates that the person named in it has been granted indefinite leave to enter or remain in the UK <input type="checkbox"/>
F	Immigration status document <input type="checkbox"/>
G	Letter issued by the Home Office to confirm subsisting leave to enter or remain in the UK <input type="checkbox"/>
H	Immigration status document issued by the Home Office endorsed with UK residence permit <input type="checkbox"/>
Combination 2	
Work permit and a passport or letter or travel document enclosed to show the holder has permission to enter or remain in the UK	

Notes

List 1

The document should be:

- i. A passport showing that the holder is a British citizen who has the right of abode in the UK.
- ii. A document showing that the holder is a national of a European economic area country: Austria, Belgium, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Slovakia, Slovenia, Spain, Sweden, Switzerland and the United Kingdom. The document must be a national passport or a national identity card.
- iii. A resident's permit issued by the Home Office to a national from a European economic area country or Switzerland.
- iv. A passport or other document issued by the Home Office which has an endorsement stating that the holder has a current right of residence in the UK as the family member of a national from a European economic area country or Switzerland, who is resident in the United Kingdom.
- v. A passport or other travel document endorsed to show that the holder can stay indefinitely in the UK.
- vi. A passport or other travel document endorsed to show that the holder can stay in the UK and that this endorsement allows the holder to do the type of work you are offering, if he or she does not have a work permit.
- vii. An application registration card issued by the Home Office to an asylum-seeker, stating that the holder is permitted to take employment.

Once the potential employee has produced one of these documents and you have checked it, there is no need to ask for any of the documents contained in List 2.

List 2 – Documents which provide the statutory defence if produced in combination

First combination

- A. A document giving the person's permanent National Insurance number and name. This could be a P45, P60, National Insurance card or a letter from a Government agency.
- B. A full birth certificate issued in the UK, which includes the names of the holder's parents.
- C. A birth certificate issued in the Channel Islands, the Isle of Man or Ireland.
- D. A certificate of registration or naturalisation stating that the holder is a British citizen.
- E. A letter issued by the Home Office to the holder, which indicates that the person named in it can stay indefinitely in the UK.
- F. An immigration status document issued by the Home Office to the holder with an endorsement, indicating that the person named in it can stay indefinitely in the UK or has no time limit on his or her stay.
- G. A letter issued by the Home Office to the holder which indicates that the person named in it can stay in the UK and this allows him or her to do the type of work you are offering.
- H. An Immigration Status Document issued by the Home Office to the holder, indicating that the person named in it can stay in the UK and this allows him or her to do the type of work you are offering.

Second combination

A work permit or other approval to take employment that has been issued by Work Permits UK.

Together with a document issued by Work Permits UK, you should check and copy one of the following documents.

Either:

A passport or other travel document endorsed to show that the holder is able to stay in the UK and can take the work permit employment in question

or

A letter issued by the Home Office to the holder confirming that the person named in it is able to stay in the UK and can take the employment in question.

PRE-EMPLOYMENT MEDICAL QUESTIONNAIRE

Please complete this questionnaire in full.

The information which you provide will be used to assess your suitability for employment. Please note that giving false information may result in the withdrawal of the offer of employment or dismissal, if you have already commenced employment. Any information you give will be treated in confidence.

Name:

Position applied for:

Date:

CURRENT HEALTH			If yes, give full details (if necessary use a separate
1	Are you currently taking any medication or receiving any medical treatment?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
2	Are you subject to periodic checks of any kind?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
3	Are you awaiting any operation or other medical investigation or treatment?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
4	Is there any impairment or limitation to your eyesight, hearing or mobility?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
5	Do you consider yourself disabled?	Yes <input type="checkbox"/> No <input type="checkbox"/>	

PAST HEALTH		If yes, give full details (if necessary use a separate	
6	Have you ever been treated for any of the following conditions or had your activities limited by their symptoms?		
A	Chest pains, palpitations, high blood pressure, rheumatic fever, heart murmur, heart attack, angina or other disorder of the heart or circulatory system.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
B	Asthma, bronchitis, emphysema, pneumonia, spitting of blood or other disorder of the respiratory	Yes <input type="checkbox"/>	No <input type="checkbox"/>
C	Gastric or duodenal ulcer, hernia, colitis, Crohn's disease or diarrhoea lasting more than two weeks, jaundice, hepatitis, any other disorder of the liver, stomach or bowel.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
D	Kidney stones or any other disorder of the kidneys or bladder.	Yes <input type="checkbox"/> No <input type="checkbox"/>	
If yes, give full details (if necessary use a separate sheet for further information)			
E	Diabetes or any thyroid or glandular disorder.	Yes <input type="checkbox"/> No <input type="checkbox"/>	
If yes, give full details (if necessary use a separate sheet for further information)			
F	Arthritis, gout, rheumatism, backache, or any other problem causing pain in or affecting the function of your muscles or joints, including any fractures.	Yes <input type="checkbox"/> No <input type="checkbox"/>	
If yes, give full details (if necessary use a separate sheet for further information)			
G	Tenosynovitis, tendonitis, epicondylitis, carpal tunnel syndrome, stenosing vaginitis, De Quervain's syndrome, cervical spondylosis, frozen shoulder or any similar	Yes <input type="checkbox"/> No <input type="checkbox"/>	
If yes, give full details (if necessary use a separate sheet for further information)			

H	Convulsions, epilepsy, fits, blackouts, paralysis, stroke, severe headaches or chronic fatigue.	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, give full details (if necessary use a separate sheet for further information)		
I	Nervous breakdown, depression, stress anxiety.	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, give full details (if necessary use a separate sheet for further information)		
J	Any form of mental incapacity.	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, give full details (if necessary use a separate sheet for further information)		
K	Leukaemia, lymphoma, Hodgkin's disease or cancer.	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, give full details (if necessary use a separate sheet for further information)		
L	An exposure to HIV/Hepatitis B/Hepatitis C or the virus itself.	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, give full details (if necessary use a separate sheet for further information)		
M	Have you ever been refused employment or had any employment terminated on grounds of ill health?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, give full details (if necessary use a separate sheet for further information)		

PERMISSION TO SEEK FURTHER MEDICAL INFORMATION

I understand that there may be a need to obtain further medical information, and I have read and understood my rights under the *Access to Medical Reports Act 1988*, detailed below.

In connection with the current application for employment, I consent to Stretton School seeking medical information from any doctor who at any time has attended me concerning anything which affects my physical or mental health and I authorise the giving of such information. I agree that a copy of this consent shall have the validity of the original.

I do not wish to see the report before it is sent
before it is sent

I wish to see the report

Signed:

Date:

Name and address of current doctor:

.....
.....
.....

If you have changed your doctor in the last three months, please also enter name and address of previous doctor:

.....
.....

Statement of Rights under the *Access to Medical Reports Act 1988*

When giving consent, you may request to see any doctor’s report before it is sent to us by ticking the relevant box. If you do, we shall tell the doctor of your wish and let you know when we ask for a report. Alternatively, you may tell the doctor yourself you wish to see any report before it is sent to us. In either case, the doctor may not then send the report to us until you have seen it or until 21 days have elapsed without your contacting him or her to arrange to see it.

If, by arrangement, you see a report that is sent to us:

The doctor is not obliged to let you see any part of the report which would, in his or her opinion, be likely to cause serious harm to your (or any other person’s) physical or mental health, or would indicate his or her intentions in respect of you. He or she can also prevent you from seeing any information which would be likely to reveal information about another person or to reveal the identity of another person who has supplied information to your doctor unless that person has consented or that person is a health professional who has been involved in your care and the information relates to or has been provided by the professional in that capacity.

But the doctor must inform you if he or she exercises this right not to show you part or all of the report.

You may ask the doctor to alter the report if you consider it inaccurate or misleading and, if the doctor does not agree to your request, you may insist that a statement of your views on the matter is attached to the report.

The doctor may not send the report to us until you have given permission. (Obviously, if you do not allow the doctor to send us the report, this may result in our refusing the application for employment.)

You may also ask the doctor to let you see a copy of the report at any time up to six months after it has been sent to us. The doctor then has the same right to withhold information as above.

If you ask the doctor to supply you with a copy of the report, he or she may also choose whether or not to supply it and may charge you a reasonable fee to cover the cost of supplying it.

ROAD SAFETY

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

There is a serious traffic congestion problem in Albemarle Road both before and after school. The school asks all parents to respect the right of local residents to enter or leave their unobstructed driveways at all times. Parents are also requested not to park on the yellow zig zag school markings on the road outside the school which makes the school entrance a safe, car free zone.

There are also other problems – the practice of driving along the pavement and also parking on it, endangers children, and local residents who are perfectly entitled to unrestricted access to their homes during congested time. There is also a residential home for the elderly at the bottom of Albemarle Road. This residential home, Norwich High School and Stretton School are entitled to unrestricted access for the emergency services at all times.

The local Traffic Police are concerned that there will be a serious accident caused by selfish and thoughtless parking and/or restricting access to the emergency services. It is for this reason that a voluntary one-way system has been in operation since 1995 at peak congestion times.

The school asks that parents kindly observe this by the following:

- 1 Do not drive along the pavements
- 2 Do not obstruct residents' driveways or become abusive
- 3 Observe the voluntary one-way system at peak times

The local Traffic Police recommended in 1995 that it is not necessary to turn round at the bottom of Albemarle Road and then turn back into Newmarket Road from Albemarle Road. It is safer to follow Albemarle Road round the corner to Mount Pleasant, turning right and then onto the Newmarket Road.

The Police are sympathetic but they will deal severely with anyone who blatantly and persistently endangers the lives of little children and residents by their behaviour.

We encourage all families to adopt a healthy lifestyle by walking and cycling to school wherever possible and we raise awareness of road safety issues in the classroom. Parents and children are also encouraged to adopt safe walking practices in accordance with the Highway Code. We also encourage car sharing and request that parents, whenever possible, park away from the school site.

The school also provides cycles and buggy storage facilities so that children's bikes and buggies are kept safe and dry. Children must wear the appropriate safety equipment such as a cycle helmet and bicycle lights.

Date: September 2015

Review Date: September 2016

EMAILS IN SCHOOL

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

Email is a communication tool and all users must use email in a responsible, effective and lawful manner. Email is provided at Stretton School to allow staff to facilitate communication with parents/carers, support services, professional associations and colleagues. Email usage is subject to relevant legislation and should be read in conjunction with the ICT, Data Protection and Social Networking Policies.

This policy describes the standards that users are to comply with when using these facilities for email, and to ensure that users are aware of the legal consequences attached to the inappropriate use of the facilities. It also applies to the use of email for the purpose of sending or receiving email messages and attachments. It is to prevent abuse of the Stretton School email system and to protect the school from any compromise of confidential information or potential legal liability. It applies to all Stretton School staff, children, School Advisory Board Members and any other authorised user. It is the responsibility of the staff, children and School Advisory Board Members to comply with the policy.

Stretton School has the right to intercept access or review the contents of any email and monitor usage on a random basis. This will be for the purposes of preventing, detecting or investigating misuse or crime, or to secure effective system operation. The school reserves the right to disclose the contents of any email or electronic communication to comply with or assist law enforcement officials or legal authorities.

This policy is issued under the authority of the Deputy Principal who is responsible for enforcing sanctions where necessary to safeguard Stretton School and its members. The policy is managed by the School Secretary who is responsible for investigating any incidents of misuse.

Email Account Access

The School Secretary, Deputy Principal and Secretarial Assistant have separate email accounts secured with passwords. Authorised staff have access to a general email account which is secured with a password. This account may only be used by staff members, or members of the School Advisory Board, and should not be used by anyone else for any reason. Passwords should not be given to anyone else for any reason and staff will be held responsible for any illegal activity that occurs from the use of the account.

In some circumstances legitimate access may be allowed to email accounts for example the School Secretary, Deputy Principal, Child Protection Officer or School Advisory Board Member and this will be in the event of absence due to illness or annual leave. Such access to a User's email account in these instances must be approved by the Deputy Principal, School Secretary, Child Protection Officer or IT Support. Every user is responsible for ensuring that appropriate arrangements are made to cover periods of absence. Staff are permitted to reveal email passwords to the Deputy Principal, School Secretary, Secretarial Assistant and/or authorised IT Technicians where required for problem resolution or administration purposes. Any misuse

of the school email system will be an offence under the Computer Misuse Act and liable to prosecution.

Stretton School reserves the right to allow access to email accounts for legitimate purposes of those staff that have left the setting.

It is the user's responsibility to make themselves aware of the laws that apply to email usage. It should be noted that email messages (deleted or otherwise) may be treated as written evidence in law.

The following are some of the areas of law which apply to the use of email and which could involve liability of users:

Intellectual Property

Anyone who uses email to send or retrieve any materials that infringe the intellectual property rights of a third party may be liable to that third party if such use is not authorised by them.

Obscenity

A criminal offence is committed if a person publishes any material which is pornographic, excessively violent or which comes under the provisions of the Obscene Publications Act 1959. Similarly the Protection of Children Act 1978 makes it an offence to publish or distribute obscene material of a child.

Defamation

As a form of publication, the Internet is within the scope of legislation relating to libel where a statement or opinion is published which adversely affects the reputation of a person, group of people or an organisation. Legal responsibility for the transmission of any defamatory, obscene or rude remarks which discredit an identifiable individual or organisation will rest mainly with the sender of the email and may lead to substantial financial penalties being imposed.

Data Protection

Processing information including photographs which contains personal data about individuals requires the express written consent of those individuals, or their parents/carers. Any use of personal data beyond that registered with the Information Commissioner will be considered illegal.

Copyright

The Copyright, Design and Patents Act 1988 are applicable to all types of creations, including text, graphics and sounds by an author or an artist. This will include any which are accessible through Stretton School ICT facilities. Any uploading or downloading of information through on-line technologies which is not authorised by the copyright owner will be deemed to be an infringement of their rights.

Discrimination

Any material disseminated which is discriminatory or encourages discrimination may be unlawful under the Sex Discrimination Act 1975, the Race Relations Act 1976, the Disability Discrimination Act 1995, the Human Rights Act 1998 or Employment Equality (Religion or Belief/Sexual Orientation) Regulations 2003 where it involves discrimination on the grounds of sex, sexual orientation, religion, race or disability.

Email should be carefully constructed as per other types of correspondence. The users of the email system are responsible for ensuring that they are acting in compliance with legal and acceptable use conditions. Users should ensure that email messages are courteous and polite and protect others' right to privacy and confidentiality.

Personal Use

The email system is not allowed for personal use as the main purpose for the provision by Stretton School is for use in connection with teaching, learning, research, and approved business activities. In relation to the use of the school's facilities for email, if users are in any doubt about what constitutes acceptable and appropriate use, they should seek the advice and guidance, in the case of members of staff, of the Deputy Principal, School Secretary, Child Protection Officer or Member of the School Advisory Board.

Misuse

Email facilities provided by Stretton School for staff should not be used:

- for personal use
- for the creation or transmission of any offensive, obscene or indecent images, data, or other material, or any data capable of being resolved into obscene or indecent images or material
- for the creation or transmission of material which is designed or likely to cause annoyance, inconvenience or needless anxiety
- for the creation or transmission of material that is abusive or threatening to others, or serves to harass or bully others
- for the creation or transmission of material that either discriminates or encourages discrimination on racial or ethnic grounds, or on grounds of gender, sexual orientation, marital status, disability, political or religious beliefs
- for the creation or transmission of defamatory material
- for the creation or transmission of material that includes false claims of a deceptive nature
- for so-called 'flaming' i.e. the use of impolite terms or language, including offensive or condescending terms
- for activities that violate the privacy of other users
- for criticising individuals, including copy distribution to other individuals
- for publishing to others the text of messages written on a one-to-one basis, without the prior express consent of the author
- for the creation or transmission of anonymous messages, i.e. without clear identification of the sender

- for the creation or transmission of material which brings Stretton School into disrepute
- for the transmission of unsolicited commercial or advertising material, chain letters, press releases, or other junk mail of any kind, to other users, user organisations, or organisations connected to other networks, other than where that material is embedded within, or is otherwise part of, a service to which the member of the user organisation has chosen to subscribe
- for the unauthorised transmission to a third party of confidential material concerning the activities of Stretton School
- for the transmission of material such that this infringes the copyright of another person, including intellectual property rights
- for the unauthorised provision of access to Stretton School services and facilities by third parties
- for activities that unreasonably waste staff effort or networked resources, or activities that unreasonably serve to deny service to other users
- for activities that corrupt or destroy other users' data
- for activities that disrupt the work of other users

Monitoring

Stretton School retains the right to access all information held on its information and communications facilities to monitor or intercept any system logs, web pages, E-mail messages, network account or any other owned by the school. This will be for the purposes of preventing, detecting or investigating crime or misuse, ascertaining compliance with regulatory standards and Stretton School policies, or to secure effective system operation.

Disclaimer

Stretton School will arrange for an appropriate disclaimer to be appended to email messages, in order to provide necessary legal protection. The following disclaimer will be added to all external email messages which are sent from the school:

Email Disclaimer

This e-mail and any attachments is intended to be read by the above named recipients only and the contents may be confidential. If you are not the intended recipient of this e-mail you must not act on it, copy it or show it to anyone; but do please reply to this email and highlight the error, then delete it from your computer.

Any views or opinions expressed within this email are those of the author and may not necessarily reflect those of Stretton School. No contractual arrangement is intended to arise from this communication.

Data Protection and Confidentiality

All emails are subject to the Data Protection Act. If information is included in an email that is subject to the Act, the sender is deemed to be "processing" personal data and must abide by the Act. Personal information includes any expression of opinion.

Staff should be cautious about putting personal information in an e-mail. In particular, they should not collect such information without the individual knowing. The information may not be disclosed or amended except in accordance with the purpose for which the information was collected and the information must be accurate and up to date.

Staff must not leave a PC logged-on, or physically insecure (e.g. in an unlocked room) or in such a state that a third party could inspect e-mail or data and gain access to personal information. Data Protected information must be kept only for as long as it is needed and for the purpose for which it was collected. Staff should take care when sending e-mails containing personal information to countries outside the European Economic Area, especially if those countries do not have equivalent levels of protection for personal data.

Legislation

Stretton School must ensure that their information systems and where applicable the supporting infrastructure complies with the relevant legislation and contractual requirements, including:

The Data Protection Act 1998

The Human Rights Act 1998

The Regulation of Investigatory Powers Act 2000

Sanctions

The use of Stretton School facilities for email in an unacceptable and inappropriate manner and breach of this Policy may be treated as a disciplinary offence. In circumstances where there is assessed to be a breach of the standards of acceptable use, Stretton School will, as a first action, act promptly to prevent continuance or repetition of the breach, for example to withdraw any unacceptable materials.

Subsequent action will be investigated, as appropriate, in accordance with the provisions of the school's Disciplinary Procedures and the Staff Code of Conduct. Subject to the findings of any such investigation, non-compliance with the provisions of the Email Policy will lead to appropriate disciplinary action, which could include dismissal on the grounds of gross misconduct. Furthermore, publication of some materials may not only amount to a disciplinary offence, but also a

criminal offence, in which case the issue will be reported to the police for them to take appropriate action. Stretton School will investigate complaints received from both internal and external sources, about any unacceptable use of email that involves Stretton School email facilities. Where there is evidence of a criminal offence, the issue will be reported to the police for them to take appropriate action. Stretton School will co-operate with the police and other appropriate external agencies in the investigation of alleged offences.

Agreed by the School Advisory Board

Date: June 2012

Reviewed June 2013, 2014 & 2015

Review Date: June 2016

SCHOOL TRIPS/EDUCATIONAL VISITS

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs and should be read in conjunction with the School's policies on Health and Safety and First Aid.

Aims

Stretton School aims to provide educational visits and trips throughout the year to all age groups as they provide educational benefits to children of all ages and encourage independence. The school takes due regard of the Department for Education's Health and Safety advice on legal duties and powers for local authorities, head teachers, staff and governing bodies (2014).

Children should be able to experience a wide range of activities and health and safety measures should help them to do this safely, not prevent them. Children need to learn to understand and manage risks that are a normal part of life.

Common sense should be applied when assessing and managing the risks of any activity and health and safety procedures should always be proportionate to the risks of an activity. Staff are giving the training they need so they can keep themselves and children safe and manage risks effectively. This includes recognised Risk Assessment courses provided by Norfolk County Council.

Legal Requirements and Responsibilities

The main legislation is the Health and Safety at Work Act 1974. The Deputy Principal and Deputy Head Teacher are responsible for health and safety although tasks may be delegated to staff. All staff have a duty to look after their own and others' health and safety. School staff and others have a duty under the common law to take care of pupils in the same way that a prudent parent would do so. There is no requirement to have an Educational Visits Co-ordinator.

Under the Employers' Liability (Compulsory Insurance) Act 1969, the School has Public Liability Insurance with Ecclesiastical of at least £5 million.

Planning for a Trip

Before a trip takes place, the school ensures that:

- The visit leader is clearly identified and sufficiently responsible and capable of taking charge of the trip including pupils' behaviour
- Adequate child protection procedures are in place
- Appropriate risk assessments have been completed by the visit leader and/or the person responsible for Health and Safety
- The needs of the staff and pupils have been considered
- Ensure the destination or venue is suitable for the age of the children who will be undertaking the trip
- The school has had sufficient time to organise the visit properly

- Parent helpers are appropriate to supervise children
- Ratio of supervisors and staff to children is adequate - the school likes to ensure we have a 1:2 ratio adults to children
- Parental notification and consent has been undertaken
- Arrangements have been made for the medical needs and special educational needs of all pupils
- Adequate first aid provision is in place
- Mode of transport is appropriate and adequately assessed – if travelling by coach ensure the vehicle is fitted with seat belts which are securely fitted to each child
- Drop off/collection point times and locations are known
- There is adequate insurance in place
- The school has the address and telephone number of the venue
- The staff going on the trip have the contact details for all parents/carers of those on the trip
- A member of staff has brought the school mobile telephone for emergency use
- Emergency contact numbers for all parents/carers of children on the trip are brought

Parental Consent

Before any trip or visit, permission slips are given to parents/carers to be completed and returned 3 days before the trip. Children cannot participate in trips or visits without a signed permission form. Parents should be able to make an informed decision on whether their child should go on the visit. Parents will be aware of the itinerary for the trip including travel arrangements, any hazardous activities, supervision provided, medical arrangements and the name and contact number of the venue.

Special arrangements may be necessary for parents for whom English is a second language.

Emergency contact numbers must be provided on the form and these forms are taken on the trip or visit by the appropriate member of staff. A complete First Aid Kit is taken on any trip which will include disposable gloves and a bowl. Parents should give the school any relevant information about their child's emotional, psychological and physical health that might be relevant to the visit (via the consent form). Medical consent will form part of parental consent.

Current legislation does not require every parent to sign a consent form every time their child is taken out of school for off site activities as most of these activities take place during school hours and are a normal part of the child's education at school. However the school does request parents sign a consent form. This Consent Form is for parents whose children go off site for the following subjects and will apply throughout their stay at the school.

Swimming

Games

ICT

Music

Visits to the Woods and Fields at Norwich High School

Parents should be aware that consent also allows staff to give first aid or urgent medical treatment to children during any activity. Written parental consent will not be requested for the majority of off-site activities offered by the school, for example activities which form part of the school's curriculum and usually take place during the normal school day. Separate parental consent will only be required for specific educational trips or trips organised as part of the Holiday Club.

Teachers, and parents who help on a voluntary basis at swimming, all hold a current Disclosure and Barring Service Enhanced Disclosure form. This is a mandatory requirement for anyone who comes into contact with children. There will be occasions, especially with the younger children, where physical contact between the teachers, helpers and children will take place.

Nippers and Nursery Trips Offsite

Before going offsite to the woods or playing field, a register is taken and a list of all present children is compiled. The Nursery staff have an Outdoor First Aid Kit and designated “off-site” bag which contains tissues, spare clothes and the school mobile telephone for emergency use. Headcounts are taken regularly during the trip, and the staff check all the children are present before leaving the school and before returning. Safe ratios are maintained at all times during off site trips (Ratio 1 staff member to 3 children).

Risk Assessment

Risk assessments are carried out prior to the trip and the venue is asked for any information they hold on their own risk assessment. Any significant findings of the assessment are recorded. The risk assessment should be based on the following:

What are the hazards?

Who might be affected by them?

What safety measures need to be in place to reduce risks to an acceptable level?

Can the school put safety measures in place

What steps will be taken in an emergency?

Risk assessments are recorded and copies given to the staff on the trip.

First Aid

First Aid should form part of the risk assessment. For any visit, staff should take:

A fully stocked First Aid kit

A qualified First Aider

First Aid should be available and accessible at all times. See the school's separate First Aid Policy.

Code of Conduct and Behaviour

Pupils will be reminded of the basic requirements of safeguarding the safety of each other, courtesy and consideration towards members of the public, and conduct that enhances the reputation of the School. As far as possible, School Rules apply.

Ratios

Ratios should take the following into consideration:

Sex, age and ability of the group

Pupils with special educational or medical needs

Pupils with English as an Additional Language

Nature of the activities

Experiences of parent supervisors

Duration and nature of trip

First Aid Cover

Parent helpers should be carefully selected and should ideally be well known to the school and children, and must understand their roles and responsibilities for the duration of the trip. Parents will not be permitted to take children to the toilet unless accompanied by a member of staff. This is in line with the school's Safeguarding Policy.

The number of children is monitored closely throughout the whole trip or visit. Headcounting of pupils takes place at regular intervals and all staff and helpers will carry a list of children on the trip. Children from Stretton School must wear the correct uniform to aid with easy identification.

Transport

Any transport must be booked through a reputable company (the school uses either Spratt or Simonds Coaches for all educational trips). Separate risk assessments will be carried out if the trip involves travel on trains, boats or any Underground Tube system.

Agreed by the School Advisory Board

Date: September 2012

Reviewed: September 2013, 2014 & 2015

Review Date: September 2016

SCIENCE

Science is a systematic study and knowledge of natural and physical phenomena. It is a study that should provide an opportunity for children to develop knowledge and an understanding of scientific ideas, processes and skills that relate to their daily lives. Science is a means of thinking, questioning, finding out and communicating ideas. It is a tool with which to explore values and attitudes.

Building on children's earlier experiences

From birth, children will have had opportunities to find out and learn about the world they live in. These experiences are likely to include:

- Asking questions
- Investigating a wide variety of objects and materials
- Learning about themselves and living things
- Looking closely at similarities and differences, patterns and change
- Discussing their observations and sometimes recording them in a simple way

The differing backgrounds children have in scientific knowledge and ideas presents a significant challenge to teachers when they are ascertaining which tasks would best support their learning.

Aims – Pre Key Stage 1

This will be achieved by observation of the level of the children's development and understanding and setting of tasks accordingly.

Key Stage 1

Through the use of a diverse range of resources, children should be encouraged:

- To think creatively
- To look for explanations
- To develop an enquiring mind
- To be curious about their observations
- To question, predict outcomes and solve problems
- To take "Fair Testing" into account
- To realise why numerical and mathematical skills are useful
- To work with and listen to others ideas
- To be involved in the planning of investigations
- To be aware that learning can take place when theories are refuted and mistakes are made

Roles and Responsibilities

The peripatetic teacher currently has responsibility for teaching Science in Years 1 and 2. Careful attention is paid to the needs of the children, and is reflected in the following:

- Forward planning based on results and continuous assessment
- Differentiated tasks based on children's understanding and ability
- Varied teaching styles to account for mixed abilities

The Deputy Principal will:

- Checks forward plans
- Liaises with colleagues and children
- Arranges suitable staff inset
- Promotes school ethos

Recording and Reporting

- The Science teacher to complete termly and forward plans for each class, group or individual
- Forward plans to be available for any replacement staff
- Formal parents meetings held yearly
- Termly reports, twice a year, reflecting topics covered and the child's success and level of interest.

Assessment

An essential element of reflective teaching and learning is the use of continuous assessment to establish the success of the children. This can be through

- Observation
- Discussion of children's work
- Children's response to questioning
- Children's response to special tasks

Date: September 2015

Review Date: September 2016

SELECTING PLAY EQUIPMENT AND TOYS

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

The toys and equipment in school provide opportunities for children, with adult help, to develop new skills and concepts in the course of their play and exploration. The equipment we provide:

- Is appropriate for the ages and stages of the children.
- Offers challenges to developing physical, social, personal and intellectual skills.
- Features positive images of people, both male and female, from a range of ethnic and cultural groups, with and without disabilities.
- Includes a range of raw materials which can be used in a variety of ways and encourages an open-ended approach to creativity and problem-solving.
- Will enable children, with adult support, to develop individual potential and move towards required learning goals.
- Conforms to all relevant safety regulations and is sound and well made.

Date: September 2015

Review Date: September 2016

SETTLING IN

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

Before children start in Nippers, Nursery or Transition, parents/carers and their child are offered a settling in session. This allows parents to discuss any questions they may have and to introduce them to their child's Key Person. This session also gives the staff an opportunity to observe and familiarise themselves with the family.

All new children in Nippers, Nursery and Transition are assigned a Key Person. This person has special responsibilities for working with a small number of children and building a relationship with their parents. The Key Person can help babies and young children to feel safe and secure, encourages them to communicate and talk, bond friendships and learn and discover. The Key Person also provides young children with a dependable and familiar relationship.

The Key Person:

- Shows willingness to meet the needs of children and responds sensitively to their feelings and behaviour.
- Shows enthusiasm and interest in a child, enjoys their successes and achievements.
- Offers comfort if they are distressed, hurt or unhappy.
- Values their capabilities.
- Does not make judgements or criticisms.

- Sets clear expectations and limits.
- Is aware of personal feelings and strengths.
- Is flexible in their approach.
- Is calm and copes under pressure.
- Has regular exchanges of information with parents/carers so that all parties are well informed to meet the changing needs of children.
- Has a positive, happy outlook and enjoys being with children.
- Is the one who supports at key times – feeding, changing, transitions etc.

Staff ensure that younger children are occupied when their parents first leave them at the school. The children are appropriately consoled if they are distressed, and given individual attention with a Key Person until they settle.

Each day, when a child arrives at Nippers, Nursery or Transition, the Key Person will:

- Greet the child, parent/carer
- Speak with the parent/carer to ensure a smooth handover and be informed or relay any important messages about the child.
- Help to settle the child by:
 - o Taking them to their favourite area
 - o Find a favourite toy
 - o Talk to them, reassure them, find something fun to play with
 - o Ask the child what they would like to play with

- If the child continues to find it hard to settle or continues to be distressed, we will:
 - o Invite the parent/carer to stay a short while with the child.
 - o Bring a favourite toy from home.

Parents/carers are welcome to telephone the school during the day at any time if they are concerned, or would like to see how their child has settled.

In Preps 1, 2 and 3, any new child is appointed a friend who will help them to feel included with other children in the class. The teacher will ensure that the child is comfortable and happy and will alert the parents to any difficulties the child may experience. Special care is taken at playtimes and lunchtime to encourage the other members of the class to welcome the new admission.

An open door policy is in practice to allow parent/carers to support their child during the transition into Preps 1, 2 and 3.

Date: September 2015

Review Date: September 2016

SLEEPING

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

We recognise that regular sleep routines should be respected when children enter Nippers and Nursery. The setting gathers information about individual children from their parents or carers regarding sleep routines, times, positions and comforters.

The setting provides cots, travel cots and fold out beds together with sheets and blankets which are washed after each sleep. However, if parents/carers prefer to provide their own bedding, we request that it is clearly named.

Information is also requested about how a child likes to be settled at sleep time; this may include rocking them in a Key Person's arms or patting their backs and for how long. We ask that parents/carers provide dummies or comforters.

All children's shoes are removed together with any warm clothing and screens are available to provide privacy for a child if required. Lighting is adjusted in the sleeping area accordingly and appropriate quiet music can be provided.

The setting stresses to all parents that guidance strongly recommends that small children and babies sleep on a flat surface ie a cot or mattress. However, if parents/carers prefer their child to sleep in a pushchair, this arrangement can be implemented. All sleep times are recorded for each child and details put on the daily record sheets for parents/carers.

There will always be a member of staff present in the sleeping area and children are checked regularly.

Date: September 2015

Review Date: September 2016

SOCIAL MEDIA

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

All staff employed at Stretton School are subject to this policy.

The widespread availability and use of social networking applications bring opportunities to understand, engage and communicate with our audiences in new and exciting ways. It is important that the school is able to use these technologies and services effectively and flexibly. However, it is also important to ensure that the school balances this with its duties to the School Community, our legal responsibilities and our reputation.

For example, the school's use of social networking applications has implications for the duty to safeguard children, young people and vulnerable adults. The policy requirements aim to provide this balance to support innovation and Schools of the 21st Century, whilst providing a framework of good practice. They apply to all members as defined by School representatives.

The purpose of this policy is to ensure:

- that Stretton School, its staff, children, parents/carers and School Advisory Board are not exposed to legal risks
- that the reputation of the school, the staff and School Advisory Board are not adversely affected

- that all children are safeguarded

This policy covers the use of social networking applications by Stretton School employees, School Advisory Board Members, and other third parties on behalf of the School. These groups are referred to collectively as 'School representatives' for the purpose of this policy. The requirements of this policy apply to all uses of social networking applications which are used for any school or local authority related. They must also be considered where School representatives are contributing in an official capacity to social networking applications provided by external organisations.

Social networking applications include, but are not limited to:

Blogs, Online discussion forums, Collaborative spaces, Media sharing services, 'Microblogging' applications. Examples include Twitter, Facebook, MSN, You Tube.

Many of the principles of this policy also apply to other types of online presence such as virtual worlds.

All School representatives should bear in mind that information they share through social networking applications, even if they are on private spaces, are still subject to copyright, data protection and Freedom of Information legislation, the Safeguarding Vulnerable Groups Act 2006 and other legislation. They must also operate in line with the School and Local Authority Equality and Safeguarding Policies.

School staff will not invite, accept or engage in communications with parents or children from the school community to any personal social networking sites while in employment at Stretton School. This requirement also forms part of the School Code of Conduct, to which all staff agree.

Any communication received from children or parents/carers to School Representatives must be immediately reported to the Deputy Principal or Designated Safeguarding Lead and procedures for safeguarding followed. If a School Representative is made aware of any other inappropriate communications involving any child or parent/carer and social networking, these must be reported immediately as above.

The School internet policy must be used at all times when children use ICT and access the internet in school.

Any breach of the terms set out below could result in the application or offending content being removed and the publishing rights of the responsible School representative being suspended.

The School reserves the right to require the closure of any applications or removal of content published by School representatives which may adversely affect the reputation of the School or put it at risk of legal action. Any communications or content published that causes damage to the School, any of its employees or any third party's reputation may amount to misconduct or gross misconduct to which the School Disciplinary Policies apply.

Where applications allow the posting of messages online, users must be mindful that the right to freedom of expression attaches only to lawful conduct.

Agreed by the School Advisory Board

Date: June 2012

Reviewed June 2013, 2014 & 2015

Review date: June 2016

STAFF INDUCTIONS AND RETURN TO WORK

New members of staff are given an induction session as soon as they commence employment where they discuss in detail all the policies and procedures of the school and this gives them an opportunity to discuss anything that is unclear, or that they do not understand.

The induction session also includes discussion and training on the following:

Fire Drill procedures

Children with Disabilities

Equal Opportunities

Safeguarding and Child Protection, including statutory guidance (2015) and Prevent

Behaviour Management

First Aid procedures/First Aid Kits

Health and Safety policies

School's procedures for recording accidents

Completion of risk assessments both indoor and outdoor

Recording and administering medicines

Mobile telephones and Cameras

Physical Restraint and Contact

Whistleblowing

Transitions

Social Media

Settling In

Recruitment

No smoking
Non-collection of a child
Major Incident Contingency Plan
Grievance and Disciplinary Procedures
Missing Child
Staff Code of Conduct
School Development Plan
Anti-Bullying
Babysitting

All other areas are covered in the Policies and Procedures manual, including induction in child protection systems and policies.

Any staff who have been on a long term absence (for example maternity leave), or long term sick leave, will undergo a Refresher Induction. This will follow the same format as new staff induction, particularly surrounding policies connected to safeguarding. Staff will also be required to complete a new Medical Declaration recording the individual's fitness to return to work and whether they are on any medication. Any staff taking medication during working hours must record this on Individual Medicine Forms stored securely on Personnel files.

Approved by the School Advisory Board

Date: 2 October 2014 & October 2015

Review Date: October 2016

STAFFING AND EMPLOYMENT

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

At Stretton School:

- Regular staff meetings provide opportunities for staff to undertake curriculum planning and to discuss the children's progress and any difficulties.
- We work towards an equal opportunities employment policy, seeking to offer job opportunities equally to both women and men, with and without disabilities, from all religious, social, ethnic and cultural groups.
- Staff training meets all regulatory requirements.
- We support the work of our staff and identify their ongoing training and development needs by means of regular monitoring/appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation (see separate Recruitment Policy).

- If necessary, supply staff may be appointed from a reputable agency and written confirmation is required that all appropriate checks have been carried out. A current enhanced CRB is required (renewed every three years or earlier if there is a break in service of more than 3 months).

Date: September 2015

Review Date: September 2016

SWIMMING

Children from Transition, Prep 1, Prep 2 and Prep 3 swim at Town Close School on Thursday and are walked across to the pool in classes. An appropriate Risk Assessment is carried out prior to swimming.

Each class is accompanied by their class teacher and assistants, together with parent helpers to ensure safety whilst walking to the pool, and to assist with changing. Children walk in pairs to the pool and a headcount is taken before leaving the school and upon arriving at the pool. The same procedure is adopted when returning to school.

Children are put into swimming groups according to their ability. All younger and less able children wear armbands and the qualified swimming teacher assesses any new children joining the class.

Parents sign a permission form for children to attend swimming offsite. Parents who volunteer to help with the changing of the younger children at swimming and walking them to the pool are required to have a current DBS/DBS check. Parents are made aware that staff and volunteers may have to touch the younger children in order to assist with dressing and undressing. Children are not permitted to wear any jewellery, including necklaces, bracelets or earrings.

Staff and volunteer parents are never left alone with children in the changing rooms, and there will always be two adults present at any time.

The classes are taken by a qualified swimming teacher, Julie Bird (FISTC, AISTLS) and 2 qualified teaching assistants are in the water with the younger children at all times. These staff members not only assist with the children in the pool, but prevent children from moving into water out of their depth.

There is also at least one member of staff or parent helper on the poolside in case of emergencies, or if a child needs to go to the toilet and needs assistance. Appropriate safety checks are carried out by the Swimming Teacher, which include the provision of safety equipment.

Children work towards Duckling Awards. Water Skills and Distance tests are taken at regular intervals as the children are continually assessed each week. A risk assessment is produced every term detailing the numbers of children in each group and the requirements for support both in and out of the pool.

Date: September 2015

Review Date: September 2016

TRANSITIONS

Stretton School wants to ensure that children experience a smooth transition to each new class and that the quality and pace of learning are maintained enabling children to continue to make good progress. Parents and carers are actively involved in this process. As children move into a new class, parents are given a copy of the class timetable, together with a contact list of all children within the class. Staff are always available to discuss with parents any aspects surrounding their child's move to another room.

Principles

- Planning should be based upon assessment from the previous class or setting.
- Styles of teaching and learning should meet the needs of the individual child.
- Children should enjoy new approaches at transition.
- Transition should be a motivational and challenging experience.
- Staff allocation gives particular attention to the individual needs of the child.

Transition from Nippers to Nursery

- At the beginning of the half term before a child is due to move up to Nursery, the Manager will come and invite the child for a visit to their new classroom. The visits are arranged carefully at different times of the day so the child experiences the routines in Nursery. The first visit will initially last 2 hours, progressing to whole morning or afternoon sessions. The visits will take place at least once a week and a minimum of 4 visits will take place before the child is due to move up.
- The Nursery Manager will appoint a Key Person for the child.
- The Nippers Manager will arrange a meeting with the parents and the Nursery Manager to gain an understanding of the new routines in Nursery. This takes place before the child moves up to Nursery. If the child has an Individual Health Care Plan, this is updated ahead of their move up to the Nursery.
- The week before the child is due to move to Nursery, their Learning Story and Report will be given to the new Key Person in Nursery.
- A meeting will take place with the child's current Key Person in Nippers and new Key Person in Nursery to discuss the contents of the Learning Story and to discuss and share any other information that the current Key Person feels is relevant, important and necessary.

Transition from Nursery to Transition

- At the beginning of the half term before a child is due to move up to Transition, the teacher in the class will introduce herself to the parents and arrange a suitable time for a meeting with herself, the parents and the child's Key Person in Nursery. The parents are asked to update and complete a new "All About Me" sheet to ensure information about the child is up to date. If the child has an Individual Health Care Plan, this is updated ahead of their move up to Transition.
- The Key Person in Transition will be introduced to the parent.
- At least 4 weeks before the child is due to move to Transition, the Key Person from Transition will come and invite the child for a visit to their new classroom. The visits will initially last 2 hours, progressing to a whole morning or afternoon session. The visits will take place at least once a week and therefore 4 visits will take place before the child is due to move up.
- The week before the child is due to move to Transition, their Learning Story and Report will be given to the new Key Person in Transition.
- A meeting will take place with the child's current Key Person in Nursery and new Key Person in Transition to discuss the contents of the Learning Story and to discuss and share any other information that the current Key Person feels is relevant, important and necessary.

Transition from Transition to Prep 1

- Children in Transition will have many opportunities to spend time with the children and staff in Prep including interaction during shared playtimes, games both on and off site, swimming and school trips.
- Parents of children in Transition are invited to arrange a suitable time to meet with the teacher in Prep 1 during the half term before the child is due to move up. If the child has an Individual Health Care Plan, this is updated ahead of their move up to Prep 1.
- At least 4 weeks before the child is due to move to Prep 1, the teacher will come and invite the child for a visit to their new classroom. The visits will last for either a whole morning or afternoon session.
- The week before the child is due to move to Prep 1, their Learning Story and Report will be given to the teacher in Prep 1.
- A meeting will take place with the child's current Key Person in Transition and the teacher in Prep 1 to discuss the contents of the Learning Story and to discuss and share any other information that the current Key Person feels is relevant, important and necessary.

Transition from Prep 1 to Prep 2

The curriculum in Prep 2 builds on and extends the experiences children have had during the Foundation Stage where a kinaesthetic approach to teaching and learning is maintained offering a creative method of teaching and learning. Children continue to develop independent learning skills are encouraged to select resources and activities using decision making skills in their learning. Information and assessments regarding individual children is ongoing and regularly shared between teaching staff. This information is used to ensure that future planning reflects identified needs.

In addition:

- Before a child moves into Prep 2, the teachers from both Prep 1 and Prep 2 discuss the child's progress, and discuss and review Baseline Standardised Assessment Results.
- Any information regarding ability, special educational needs and any other information relevant to the well being and development of the child are discussed. Any specific concerns can be addressed so that the teacher in Prep 2 can be prepared.
- Information shared includes reading ability, writing, knowledge of letters and sounds, targets achieved within the Foundation Stage Profile.

- Annual assessments and written reports will be shared including spelling, reading and writing.
- Any records from a previous school will be made available to the class teacher and if appropriate, the SENCO.
- Records are discussed and then transferred to Prep 2.
- Children will visit their new class at the end of the previous term and meet the teachers.
- If the child has an Individual Health Care Plan, this is updated ahead of their move up to Prep 2.

Transition from Prep 2 to Prep 3

The Curriculum in Prep 3 is designed to encourage independent learning matched to a child's ability. Pupils are encouraged to evaluate their own work and develop their ability to use a wide variety of resources.

Detailed records are transferred from Prep 2:

- Standardised Assessment Tests
- Reading records
- Phonic records
- Folens 6/7 year old test sheets
- Samples of written work
- Any recorded incidences of behavioural problems which are discussed to plan how to deal with them in the best interests of the child.
- If the child has an Individual Health Care Plan, this is updated ahead of their move up to Prep 3.

Shared experiences of Prep 2 and 3 ensure a smooth transition. These include:

- Weekly Assemblies
- Games lessons at Norwich School
- Weekly swimming lessons at Norwich High School
- Music and Drama
- Lunchtime Sports Clubs and activities
- Representatives on the School Council

- Christmas Play
- Summer Concert
- Four weekly maths sessions for Prep 2 in the Prep 3 room during the final half term before moving up.

Transition from Breakfast Club to Classrooms and from Classrooms to Tea Time Club

Children are welcome at the School's Breakfast Club which is available from 7.30am until 8.45am every day. Parents/carers drop children at the Nursery school door in the morning where they are accompanied to the appropriate room with the member of staff on duty either from Nursery or Transition. Children from the Nursery remain in the Nursery, and children from Transition, Preps 1, 2 and 3 go to Transition.

At 8.45am, the most senior member of staff from the Breakfast Club will accompany the children to their own classroom. This will allow all children to be accompanied by a familiar adult and ensure a smooth handover at the start of their day at school. Staff give particular attention to the individual needs of each child and any messages left with the Breakfast Club staff by parents or carers will be passed to each child's class teacher.

Tea Time Club is offered to all children from Nursery through to Prep 3 from 3.10pm until 6.00pm. Parents and carers are requested to inform the Breakfast Club staff, relevant class teacher or the School Office by telephone during the day if their child is to remain in Tea Time Club. This ensures that staff can prepare children for the late arrival of their parent or carer and allow them to be accompanied at 3.10pm to the relevant classroom for Tea Time Club.

Transition from another School

The School works with children and families to help them settle into their new school and prepares them for the changes they will face. In some cases, it may be helpful to gather a “social/emotional history” when a pupil joins the school as this will help to highlight any pupil who is likely to be particularly vulnerable, have challenging behaviour and may need support.

Agreed and approved by the School Advisory Board

Date: 20 June 2012

Reviewed: June 2013, 2014 & 2015

Review Date: June 2016

WORK EXPERIENCE

We recognise that the quality and variety of work which goes on in a school makes it an ideal place for students on work experience from Early Years training and qualifications.

We welcome students in to the school with the following conditions:

- The needs of the children are paramount. Students will not be admitted in numbers which hinder the essential work of the school.
- Students must be engaged in bona fide early years training which provide necessary background understanding of children's development and activities.
- Any information gained by the students about the children, families or other adults in the school must remain confidential.
- Unless registered as fit persons, students will not have unrestricted access to children.
- Current DBS and First Aid Certificates must be produced before commencement of work experience.

Date: September 2015

Review Date: September 2016

EXPECTANT MOTHERS

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

Following a detailed risk assessment, it was deemed safe for pregnant staff and mothers to be on site. Staff who are pregnant carry out duties within their capabilities and avoid lifting babies and children, asking for assistance from other members of staff.

Staff are reminded to follow all the procedures as set out in the Health and Safety policy in order to minimise any risk. Pregnant staff do not accompany the school on trips to farms or other activities that would put their health at risk in any way.

Date: September 2015

Review Date: September 2016

WHISTLEBLOWING POLICY

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs and should be read in conjunction with the Safeguarding and Anti-Bullying policies.

Key Principles

The school should have a culture of safety and of raising concerns, of valuing staff and of reflective practice. There are procedures for reporting and handling concerns, including about poor or unsafe practice and potential failures in the school's safeguarding procedures, provision for mediation and dispute resolution where necessary. Training and support are provided for staff and there is transparency and accountability in relation to how concerns are received and handled.

Introduction

All staff at Stretton School recognise that a member of staff may be the first to realise if something is wrong within the school. However they may not want to express their concerns because they feel that speaking up would somehow be disloyal to their colleagues or to the school. It is important for staff to know that Stretton School is committed to the highest possible standards of openness and accountability. Part of meeting that commitment is to encourage employees and others with concerns about any aspect of the school's work to feel able to come forward and voice those concerns. The school recognises the need for confidentiality and the fact that the majority of cases will have to proceed on a confidential basis. This is outlined in the School Code of Conduct.

Aims

The policy is designed to ensure that staff can raise their concerns about wrongdoing or malpractice within the school without fear of victimisation, subsequent discrimination or disadvantage. It is also intended to encourage and enable them to raise serious concerns within the school rather than ignoring a problem or 'blowing the whistle' outside. This also forms part of the school's Safeguarding and Anti-Bullying policies.

This policy aims to:

- Encourage staff to feel confident in raising serious concerns at the earliest opportunity and to question and act upon concerns about practice.
- Provide avenues for them to raise those concerns and receive feedback on any action taken.
- Ensure that they receive a response to their concerns and that they are aware of how to pursue them if they are not satisfied.
- Reassure them that they will be protected from possible reprisals or victimisation if they have made any disclosure in good faith.

Range of the Policy

The policy is intended to enable those who have concerns regarding wrongdoing or malpractice to report those concerns at the earliest possible opportunity so that they can be properly investigated. The policy is not, however, intended to replace existing procedures, for example:

- If the concern relates to someone's own treatment as a member of staff, they should raise this under the existing grievance or harassment procedure, as appropriate.
- If a parent or other user of the school has a concern about services provided, they should raise this as a complaint to the school using the school's Complaints Procedures as outlined in the Complaints Policy.

- Some areas of service have their own specific procedures, for example Safeguarding Procedures.

Where concerns are raised, the subsequent investigation may take the form of any appropriate procedure, either internal or external, for example an internal audit enquiry or a Police investigation. The person who has raised the concerns will ordinarily be kept informed of progress and of the outcome of any investigation.

Who can raise a concern under this Policy?

The provisions of the policy apply to all:

- Employees at the school.
- School Advisory Board Members.
- Voluntary workers within the school.

What should be reported?

Staff should report any concerns that they have about service provision or about the conduct of Employees or School Advisory Board Members or others acting on behalf of the school (for example members of FOSS, the school PTA) that:

- make them feel uncomfortable in terms of known standards or
- are not in keeping with the school's regulations and policies, or
- fall below established standards of practice, or
- are improper behaviour

These concerns might relate to:

- Conduct which is an offence or a breach of the law.
- Disclosures related to miscarriages of justice.
- Racial, sexual, disability or other discrimination.
- Health and safety of the public and/or other employees.
- Damage to the environment.
- Unauthorised use of public/school funds.
- Possible fraud and corruption.
- Neglect or abuse of clients.
- Other unethical conduct.

Safeguards

The Legal Framework

The Public Interest Disclosure Act 1998 provides legal protection, in certain circumstances, to workers making disclosures in good faith about malpractice. The Act makes it unlawful for an employer to dismiss anyone or allow them to be victimised on the basis that they have made an appropriate lawful disclosure in accordance with the Act.

Harassment or Victimisation

Stretton School is committed to good practice and high standards and to being supportive of its staff. The school recognises that the decision to report a concern can be a difficult one to make.

If a member of staff honestly and reasonably believes what they are saying is true, they should have nothing to fear because they will be doing their duty to the school, their colleagues and those for whom they are providing a service. The school will not tolerate any harassment or victimisation (including any informal pressures) and will take the appropriate action to protect staff when they raise a concern in good faith.

Support for the Person Raising Concerns

Throughout the process the member of staff:

- Will be given full support from the management and School Advisory Board.
- Their concerns should be taken seriously.
- The school will do all it can to help them throughout the investigation. For example provide access to advocacy services where the individual has no access to Trade Union Support.

If, following discussions with the member of staff, the Deputy Principal and School Advisory Board consider redeployment on a temporary basis is appropriate, the school will seek to arrange for this to take place.

Confidentiality

All concerns will be treated in confidence and any records relating to the case should be handled in accordance with the Data Protection Act. Every effort will be made not to reveal the identity of the member of staff who raises concerns, should that be their wish. If the concerns raised are investigated as part of the disciplinary/grievance/harassment procedures, it may be that it is not possible to take the appropriate action on the disclosure without the help of the person raising the concerns. As a result, they may be asked to come forward to act as a witness. If they agree to this, they will be offered the appropriate advice and support.

Anonymous Allegations

This policy encourages staff to put their name to their allegation whenever possible. Concerns expressed anonymously are much less powerful but they may be considered at the discretion of the school. In exercising this discretion the factors to be taken into account would include:

- The seriousness of the issue raised.
- The credibility of the concern.
- The likelihood of confirming the allegation from other sources.

Untrue Allegations

Some concerns raised may, when investigated, prove to be groundless. If a concern is raised or an allegation made in good faith by someone reasonably believing it to be true and their concerns are not confirmed by investigation, they should have nothing to fear as the school will recognise their genuine motives. However, it needs to be stated, should someone make an allegation frivolously, maliciously or for personal gain, disciplinary action may be taken against them.

Raising a Concern

Who should a concern be raised with?

As a first step, staff should normally raise concerns with their immediate supervisor or with the Deputy Principal or Deputy Head Teacher. This might depend, however, on the seriousness and sensitivity of the issues involved and who is suspected of the wrongdoing. If this is not appropriate, for example, if they are the person or persons about whom the concerns relate, staff should raise their concerns with the Chair of the School Advisory Board.

If an individual is unsure whether or how to raise a concern or wants confidential advice, they may wish to contact the independent charity Public Concern at Work on 020 7404 6609 or at helpline@pcaw.co.uk. Their lawyers can give individuals free confidential advice on how to raise a concern about serious malpractice at work. It is possible for employers to register for assistance with Public Concern at Work, for a fee. For additional information on Public Concern at Work and how it might help you, please visit www.pcaw.co.uk.

How to raise concern(s)

Staff may raise their concern by telephone, in person or in writing. In the interests of confidentiality, staff may raise concerns via the Chair of the School Advisory Board. The earlier they express their concern, the easier it is to take action. They will need to provide the following information:

- The background and history of the concern (giving relevant dates).
- The reason why they are particularly concerned about the situation.

Although they are not expected to prove beyond doubt the truth of their suspicion, they will need to demonstrate to the person contacted that there are reasonable grounds for their concern. Staff may wish to consider discussing their concern with a colleague first and they may find it easier to raise the matter if there are two (or more) of them who have had the same experience or concerns.

How will the School respond?

The school will take their concerns seriously and will respond to them. In order to be fair to all employees, including those who may have been wrongly or mistakenly accused, initial enquiries will be made to decide whether an investigation is appropriate and, if so what form that investigation should take. Where concerns or allegations fall within the scope of specific school procedures, then they would normally be referred for consideration under those procedures. As a result of this, where appropriate, the concerns raised may:

- Be investigated by management, internal audit or through the discipline/grievance/harassment process.
- Be referred to the external auditors.
- Be referred and dealt with under the established safeguarding procedures.
- Form the subject of an independent inquiry.

Within ten working days of a concern being raised the Deputy Principal (or Chair of the School Advisory Board if initially raised with him/her) will write to the person raising the concern:

- Acknowledging that their concern has been received.
- Indicating the proposals for dealing with the issue.
- Telling them whether any further investigations will take place (and if not, explaining why this is the case).
- Supplying them with information on staff support mechanisms.

The amount of contact between the person raising the concern and those considering the issues will depend on the nature of the matters raised, the potential difficulties involved and the clarity of the information provided. It is likely that the person raising the concern will be interviewed to ensure that their disclosure is fully understood. A meeting can be arranged away from the workplace, if they wish, and a professional association representative or a friend may accompany them in support. The school will do what it can to minimise any difficulties that staff may experience as a result of raising a concern. For instance, if they are asked to give evidence in criminal or disciplinary proceedings, the school will arrange for them to receive appropriate advice and support. They need to be assured that their disclosure has been properly addressed. Unless there are any legal reasons why this cannot be done, they will be kept informed of the progress and outcome of any investigation.

The Response Officers

The Deputy Principal has overall responsibility for the maintenance and operation of this policy. She will maintain a record of concerns raised and the outcomes. Records will be kept in such a way so as not to endanger the confidentiality concerning the identity of the person raising concerns. The Deputy Principal will report to the School Advisory Board as necessary.

How the matter can be taken further

The aim of the policy is to provide staff with an appropriate way to raise their concerns. Hopefully, they will be satisfied with any action taken as a result of their raising issues. However, should this not be the case and they feel it necessary to take the matter outside the school, then they should contact a legal representative or the Police.

If the member of staff raises their concerns outside the school, they should ensure that it is not a public disclosure to anyone else as this could take them outside the protection of the Public Interest Disclosure Act and of this policy. They should not disclose information that is confidential to the school or to anyone else, such as a client or contractor of the school.

Agreed and approved by the School Advisory Board

Date: 1 May 2013

Reviewed: May 2014 & May 2015

Review Date: May 2016

BABYSITTING POLICY

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs and should be read in conjunction with the Safeguarding and Anti-Bullying policies.

The staff at Stretton School have a duty of professionalism both in and out of the school. This policy is for staff and parents/carers who wish to make arrangements for babysitting away from Stretton School premises.

Babysitting is unregulated due to the complexities of registering and monitoring everyone, therefore parents/carers sometimes struggle to find a person who is suitable to take on the responsibility of looking after their children.

Parents should be aware of the following:

- The school has a rigorous recruitment process that ensures that only competent and professional staff are employed to uphold our duty to safeguard children whilst in our care. This recruitment procedure includes interviews, validated references and new DBS checks.
- Whilst staff are permitted to babysit for parents/carers, this arrangement is a private contract between third parties. Stretton School is not responsible or liable for any child once they are outside the care of Stretton School.

- The school also does not take any responsibility for any health and safety issues, conduct, grievances, or any other claims arising from the staff member's private arrangement outside of school.
- If staff agree to babysit, the staff must inform the Deputy Principal and details of the arrangements are recorded in the office. These include the name of the parent/carer, the name of the child, who asked the staff member to babysit, the date, the date the office were informed and a signature by the staff member once the babysitting has taken place.
- Staff are aware that babysitting must not interfere with their working hours, hinder working relationships at the setting or affect their relationship with the child or other children. In the event that private babysitting duties are deemed to interfere with any aspect of the staff member's employment, we may require that the agreement be terminated.
- Staff have a duty to report any safeguarding concerns both in and outside of the setting and know what procedures to follow and who they should contact if they have a safeguarding concern.
- If a breach in confidentiality occurs whilst the staff member is babysitting, this may lead to disciplinary actions being taken against that staff member in line with the Confidentiality Policy, Data Protection Policy and Staff Code of Conduct.

- Parents/carers should be aware that whilst staff may have had the appropriate vetting checks to work at Stretton School any other accompanying adults may not.

- It is advisable that parents/carers provide an emergency contact number/next of kin as well as mobile numbers, and contact details for the venue they will be at.

- If a member of staff is babysitting and is taking the child directly from the setting, authorisation in writing must be given by the parent/carer.

Agreed and approved by the School Advisory Board

Date: 2 October 2014 & September 2015

Review Date: September 2016

PHYSICAL CONTACT AND RESTRAINT POLICY (ALSO INCLUDED IN THE BEHAVIOUR MANAGEMENT POLICY)

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

Statement of Intent

The staff at Stretton School recognise the importance of safeguarding and promoting the welfare of children. We also recognise that all staff, including volunteers, have an active part to play in protecting our children from harm. All staff should provide a caring, positive, safe and stimulating environment promoting the social, physical and moral development of individual children. The school understands the importance of working within the Every Child Matters Framework and the five outcomes outlined within it:

Be Healthy

Stay Safe

Enjoy and Achieve

Make a Positive Contribution

Achieve Economic Well-Being

Physical Contact

During a child's time at Stretton School, particularly with the younger children, there will be occasions when the staff will need to have some form of physical contact with the children in their care. The school recognises that close, physical contact is vital in order to help them develop into well-balanced, secure and happy individuals. The school is however aware of the need for clear boundaries for physical contact in order to protect everyone involved.

Physical contact may be misconstrued by a child, parent or observer. Touching pupils, including well-intentioned gestures, can if repeated regularly lead to serious questions being raised.

General Guidelines

As a general principle staff must not make gratuitous physical contact with their pupils. It is particularly unwise to attribute touching to their teaching style or as a way of relating to pupils. There may be some children for whom touching is particularly unwelcome. For example, some pupils may be particularly sensitive to physical contact because of their cultural background or special needs or because they have been abused.

Where appropriate, staff should receive information on these children, whilst ensuring that all matters of confidentiality and sensitivity remain of paramount importance. In addition, there should be a common approach where staff and children are of different sexes. Physical contact with pupils become increasingly open to question as pupils reach and go through adolescence and staff should also bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.

Where Physical Contact may be Acceptable

There are occasions when physical contact with a child may be necessary, for example to demonstrate exercises or technique during PE lessons, during sports coaching, when providing first aid or during the dressing and undressing of younger children at swimming. Young children and children with special educational needs may need staff to provide physical prompts to help.

There may be occasions where a distressed pupil needs comfort and reassurance, possibly due to an accident or disagreement, or a child struggling to separate from a parent or carer, which may include physical comforting such as a caring parent would give. Staff should use their discretion in such cases to ensure that what is normal and natural does not become unnecessary and unjustified contact, particularly with the same child over a period of time. Staff should use their own professional judgement when they feel a pupil needs this kind of emotional support and should reflect the child's needs, age and level of maturity. Where a member of staff has a particular concern about the need to provide this type of care and reassurance they should seek the advice and guidance of the Deputy Principal, Deputy Head Teacher or Designated Child Protection Officer.

Detailed instances that would involve physical contact include the following:

Reason for Contact	Acceptable Contact	Unacceptable Contact
<p>Consoling and reassuring a child who was upset, possibly due to an accident or disagreement, or maybe a child struggling to separate from a parent or carer.</p>	<p>Cuddling a child, sitting a child on your knee. Occasionally, when separating a child from a parent or carer, it is necessary to physically remove/transfer the child to a member of staff, with adult's consent. Sitting a child on an adult knee.</p>	<p>"Kissing Better"</p>
<p>Toileting children who still require adult support.</p>	<p>Lifting, supporting children on the toilet. Wiping bottoms following a bowel movement. Older children will be encouraged to do this for themselves. For children in Nippers to Transition, the toilet door will always be left open but modesty will be preserved. Adults will always talk to children about what is happening and why.</p>	<p>Never touching a child's private areas. The adult may direct a child's hand to assist them.</p>
<p>Changing the clothing of a child who may have soiled themselves.</p>	<p>Quickly undressing and redressing the child. May involve removing underwear and replacing with clean clothes. Cleaning soiled body parts with antiseptic wipes. Colleagues will always be made aware that a child and staff member have left the room to deal with soiling.</p>	<p>Intimate or sustained contact with child's body.</p>
<p>Restraining a child for their own protection or the protection of others.</p>	<p>Holding a child across their bodies from behind, using gentle to firm pressure as necessary until the child has calmed down sufficiently. Guiding children by the shoulders away from the situation using the "Mitten Grip".</p>	<p>Unacceptable force eg causing reddening of the skin or bruising. "Gripping" children with fingers apart.</p>

Reason for Contact	Acceptable Contact	Unacceptable Contact
Helping with dressing up clothes, adjusting clothing (eg tucking in shirts, vests etc into skirts/trousers).	General contact with the body.	Intimate or sustained contact with the body.
Holding hands such as for reassurance, in circle games and role play or for safety reasons eg crossing the road.	Gently holding hands. "Over Grip", adult placing hand under child's arm and over the top of their hand.	Unacceptable force.
Sitting children on an adult's knee eg for sharing a story, reinforcing good behaviour or at a child's request.	Putting arm or arms around the child.	Intimate contact. Sitting child face to face and astride an adult.
Rough and Tumble Play, Physical play.	Piggy Bags, tickling, catching child as part of an agreed game, holding child around upper body eg assisting them on bikes, climbing frames, swings, climbing outdoor equipment. Although games may be child led, there are incidences where these may be adult led. It is vital any contact must be on the child's terms and with their willing participation. The adult must always be sensitive to the child's feelings and body language as they may not always communicate verbally.	Unreasonable force, intimate contact.

Physical Restraint

Where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force'. Before intervening physically, staff should wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. The staff member should continue to attempt to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. In such cases only the minimum force necessary will be used whilst maintaining a calm and measured approach.

Stretton School staff should not put themselves at risk of injury. In these circumstances, the staff member should remove the other pupils who may be at risk and seek assistance from a colleague or colleagues and if necessary telephone the police. Staff should inform the child/children that they have sent for help. Until assistance arrives, staff should continue to attempt to defuse the situation orally and try to prevent the situation from escalating.

Types of Incidents

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a child. They will fall into three broad categories:

- 4 Where action is necessary in self-defence or because there is an imminent risk of injury.
- 5 Where there is a developing risk of injury, or significant damage to property.
- 6 Where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations that fall within one of the first two categories are:

- A child attacks a member of staff or another pupil
- Children are fighting
- A child is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- A child is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- A child is running in the playground in a way in which he or she might have or cause an accident likely to injure him or herself or others
- A child absconds from a class or tries to leave school (N.B. this will only apply if a child could be at risk if not kept in the classroom or at school).

Examples of situations that fall into the third category may include:

- A child persistently refuses to obey an order to leave a classroom.
- A child is behaving in a way that is seriously disrupting a lesson.

Application of Force

Physical intervention can take several forms. It might involve staff:

- physically interposing between pupils
- blocking a child's path
- holding
- pushing
- pulling
- leading a child by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back or in extreme circumstances, using more restrictive holds.

In exceptional circumstances, where there is an immediate risk of injury, member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example to prevent a young child running off a pavement onto a busy road, or to prevent a child hitting someone, or throwing something. In other circumstances staff should not act in a way that might reasonably be expected to cause injury, for example by:

- Holding a child by the neck or collar, or in a way that may restrict their ability to breathe
- Slapping punching or kicking the child
- Twisting or forcing limbs against a joint
- Tripping up a child
- Holding or pulling a child by the hair or ear
- Holding a child face down on the ground
-

The Range of Interventions: How May Children be Restrained?

In the unlikely event of a staff member needing to use restrictive physical intervention, the following points should be noted:

- Restrictive physical intervention must be consistent with the concept of reasonable force
- The circumstances must warrant the use of force
- The degree of force employed must be in proportion to the circumstances of the incident and the minimum to achieve the desired result.
- Avoid causing pain or injury
- Avoid holding or putting pressure on joints
- In general hold long bones
- Do not hold a pupil face down on the ground or in any position that might increase the risk of suffocation.

Recording Incidents

Any member of staff involved in an incident requiring physical intervention must inform the Deputy Principal and write a detailed report of the incident to help prevent any misunderstanding or misrepresentation of the situation.

Planning for Incidents

If the school is aware that a child is likely to behave in a way that may require physical control or restraint, it will plan how best to respond in the situation. The school will endeavour to:

- Manage the pupil and situation by diffusing the situation
- Involve the parents to ensure that they are clear about the specific action the school may need to take
- Brief staff to ensure that they know exactly what action should be taken and where appropriate provide training or guidance
- Ensure that additional support can be summoned if appropriate

The following staff have attended Step On Training which includes appropriate strategies for physical restraint:

Mrs Lynden Brooks

Mrs Anita Barclay

Miss Linda Reynolds

Information and strategies are shared with all practitioners within the setting at Staff Training Days.

Agreed by the School Advisory Board

Date: 26 September 2012

Reviewed: September 2013 & September 2014

Review Date: September 2015