

**QUEEN'S COLLEGE PREPARATORY SCHOOL**  
**(including Early Years Foundation Stage)**



**Early Years Foundation Stage**

***POLICY DOCUMENT***

# EARLY YEARS FOUNDATION STAGE

## INTRODUCTION

*'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'*

(Statutory Framework for the Early Years Foundation Stage,  
Department for Education, April 2017)

In September 2008 all schools, including those in the independent sector, were required by law to follow the Government's Statutory Framework for the Early Years Foundation Stage (EYFS). In 2012, Governmental reforms to the EYFS Framework enabled independent schools of proven quality to opt out of the learning and development requirements of the EYFS Statutory Framework. In order to extend the range and scope of our provision in Reception, Queen's College Preparatory School took up this option in 2013. Nevertheless the school in setting its curriculum continues to pay due regard to the early learning goals set out in the EYFS framework:

Early childhood is the foundation upon which children build the rest of their lives. At Queen's College Preparatory School (QCPS), we greatly value the importance that the Statutory Framework for Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. We provide opportunities that develop a lifelong love of learning, a sense of curiosity, excellent inter-personal skills and physical and emotional resilience.

## OVERARCHING PRINCIPLES

The EYFS is based upon four principles:

- **A unique child** - We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced

by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.

- **Positive relationships** - We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with children and their families.
- **Enabling environments** - We recognise that the environment plays a key role in children's learning and development. Our setting is safe and secure space which has been used imaginatively in order to provide children with access to a rich and stimulating environment, both indoors and outdoors. We aim to establish a motivating and welcoming learning environment enabling children to explore, investigate and extend their learning. Well planned and challenging learning opportunities promote independence and a love of learning.
- **Learning and development** - The Reception classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classrooms are set up in learning areas where children are able to find and locate equipment and resources independently.

## AIMS

“We shall be glad to improve our practice every day, not alter our principle”

F. D. Maurice (Founder of Queen's College)

It is every child's right to grow up in a safe, healthy environment, enjoying and achieving, making a positive contribution to the world around them and, ultimately, achieving economic well-being. At QCPS, the overarching aim of the EYFS is to help the children to achieve the five *Every Child Matters* outcomes.

Our aim is to work with every girl to bring out the best in her; we build independence and the skills to work collaboratively so that our girls grow as learners and as people. She will be encouraged to think for

herself, to be ambitious, resilient and resourceful. The School is a happy, safe and stimulating place where every girl is an important individual. Our approach and teaching from the outset is designed to give the message that learning is fun and that how we behave matters. Emphasis is placed on concern and respect for others, and on our responsibilities as members of a community. We work to build self-esteem in our girls so that they grow into confident, compassionate, accomplished and well-rounded young women who leave us exceptionally well prepared for the next phase of their education.

- We value academic excellence for its own sake, rather than the sterile pursuit of marks.
- We measure our success by the development of each individual.
- We value personal integrity and the discernment to deal responsibly with the wider world.

We value teaching

- That inspires pupils and stimulates intellectual curiosity;
- That encourages intellectual rigour and the ability to make informed judgements;
- That helps pupils to know how to think, rather than what to think.

We value in pupils

- Self-reliance and independence of mind;
- Self-discipline and the determination to outstrip expectations;
- Imagination and the courage to take risks.

Our Aims for EYFS are:

- Provide a safe, challenging, stimulating, caring and sharing environment that is sensitive to the needs of the child including children with special educational needs and disabilities.
- Deliver the EYFS curriculum that will set firm foundations for further learning and development in Key Stage 1 and beyond.

- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision-making, fostering independence and self-confidence.
- Work in partnership with parents and carers and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability are included.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide experiences for all children, whatever their needs, which are inclusive.

## **RATIONALE**

Our aims are agreed by all staff and are fulfilled by delivering the curriculum for Reception (much of it based on the Government's Early Years Foundation Stage Framework) in a creative and sensitive manner. We 'measure our success by the development of each individual' from her own unique starting point. At QCPS we understand the prime importance of providing children with the best possible start to life, and work to make each girl's experience of school happy, positive and hugely enjoyable from the outset.

In Reception we provide a high quality education which is well resourced, stimulating and enables children to be happy and safe, and to develop to the best of their ability across all areas of learning.

We aim to ensure all children feel valued and secure when settling into school and to support them in developing positive relationships with all staff and each other. Through a wide range of carefully planned activities in secure indoor and outdoor situations we work to identify, engender and sustain children's interests, promoting enthusiasm for learning in an environment where learning is purposeful, enjoyable and celebrated.

## **Our Early Years Setting**

QCPS caters for girls from 4 to 11 and all children who enter our Reception classes are part of our School community, with reception considered an integral part of the school and its provision. The girls benefit from whole school resources including the dining room, gym, Music/Activity room, Assembly Hall and ICT Suite and are taught by specialist staff for PE, ballet, music and French.

After registering for a place in one of our reception classes, parents are invited to tour the School and meet the Headmistress to discuss their child, the reception year and the School in general. We send parents a copy of the School prospectus on request and useful information including the School's address, location and contact details, together with a list of staff and members of the Council of Queen's College London, can be found on our website (<http://www.qcps.org.uk/>). The website also contains a variety of College and Prep School policies. Parents are given a copy of the Parents' Handbook at the start of the academic year.

## **ADMISSION TO RECEPTION**

Our Early Years setting consists of two Reception classes. Children enter Reception when they have reached the age of four by the start of the academic year. We are a non-selective school and there is no formal assessment for admittance. Entry to Reception will involve a parental interview with the Headmistress and your daughter coming into school and spending some time in one of our Reception classes.

Information about the School and entrance procedures are available on the School website and in the School prospectus. Parents register children for consideration by completing a registration form, enclosing a non-returnable fee and by providing a copy of the child's birth certificate and passport.

The School's Admission Policy and Procedures document is available on our school website.

## LEARNING AND DEVELOPMENT

There are seven areas of learning and development in the EYFS Framework. All areas are important and inter-connected. Learning and development is categorised into three prime areas of learning:

- **Communication and Language**

We support children's learning and competence in communicating, speaking and listening. We also develop the girls' speaking and listening skills so that they are able to communicate in a range of situations and in a range of purposes.

- **Physical Development**

We encourage the physical development of the children through offering opportunities for them to learn through being active and interactive, improving their skills of co-ordination, control, manipulation and movement. Furthermore we support children in developing an understanding of the importance of making healthy choices in relation to food.

- **Personal, Social and Emotional Development**

We provide experiences and support to enable children to develop a positive sense of themselves and of others. We support children's emotional well-being, helping them to know themselves and what they can do. We also help children to develop respect for others, social skills and a positive disposition to learn.

Additionally there are four specific areas of learning:

### **Literacy**

We support children's learning in reading and writing through the understanding and use of phonics. The children learn to read and understand simple written sentences, using phonic knowledge to decode words and read them aloud. They also learn to write words, captions and sentences using phonic knowledge to spell words in ways which match their spoken sounds.

### **Mathematics**

We support children in developing their understanding of mathematics, including number, shape, space and measure, in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about

their developing understanding. We create opportunities for these skills to be practised, in order to give children confidence and competence in their use.

### **Understanding the World**

In supporting children's development of the crucial knowledge, skills and understanding that help them to make sense of the world we offer opportunities for them to: learn to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical 'experiments'; and work with a range of materials.

### **Expressive Arts and Design**

We extend children's creativity by supporting their curiosity, exploration and play, providing them with opportunities to explore and share their thoughts, ideas and feelings, for example through a variety of art, music, movement, imaginative and role-play activities, design and technology and multi-media.

Achievement of these prime and specific areas of learning is by:

- a. Playing and Exploring
- b. Active Learning
- c. Creating and Thinking Critically

At Queen's College Preparatory School we believe that these areas are of equal importance and are inter-dependent in promoting the development of a rounded child. It is our aim that this preparation and development across all areas of learning are delivered through planned, purposeful activities, with a balance of adult and child-led activities.

In addition to this the girls also receive specialist lessons in ballet, music, French and PE.

### **THE UNIQUE CHILD**

We recognise that every girl is a competent learner who can be resilient, capable, confident and self-assured. We value praise and encouragement to enable children to develop confidence and a love of learning.

More information about the EYFS Statutory Framework can be accessed on the DfE website.

## **LEARNING THROUGH PLAY**

*'Play is essential for children's development, building their confidence as they learn to explore, to think about problems and relate to others. Children learn by leading their own play and by taking part in play which is guided by adults.'*

Statutory Framework for the Early Years Foundation Stage, Department for Education, (April 2017)

At QCPS each area of learning will have planned and purposeful play through a mix of adult led and child initiated activities. Through play our children explore and develop learning experiences, which help them to make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. The children have the opportunity to think creatively alongside other children, as well as on their own. They communicate with others as they investigate and solve problems. The children are involved with both group and individual play, some initiated by adults, some by the children. They learn through being active learners, working with a wide range of resources. As the year goes on and children develop the activities will become more led by adults to help children prepare for the more formal learning, ready for Form 1.

### **Enabling Environments**

At QCPS we recognise the learning environment plays an important role in children's learning and development. All settings are safe and secure and space has been used imaginatively in order to provide children with access to a rich and stimulating environment, both indoors and outdoors.

We aim to establish a motivating and welcoming learning environment enabling children to explore, investigate and extend their learning. Well planned and challenging learning opportunities promote independence and a love of learning.

## **KEY PERSON AND POSITIVE RELATIONSHIPS**

At QCPS the Form teacher acts as the Key Person to all girls in their class. The Key Person is in charge of the learning and care of the girls in their class. They aim to:

- Develop a good relationship with all children, interacting with them and listening to them.
- Plan, assess, evaluate the needs of each girl and promote progression.
- Organise the classroom environment so that activities are well planned and promote independence.

In each of our two reception classes there is one full time teacher who is assisted by one full time assistant.

The Early Years teachers are:

- Mrs C Lad-Odedra - Head of EYFS
- Mrs S Moore

In the absence of the Head of EYFS, Mr M Barnard (Deputy Head) is the named Deputy for EYFS.

The Teaching Assistants work under the direction of the teachers.

Mr Barnard, the Deputy Head, leads teaching and learning across the school and Mrs Webb, the Headmistress, has overall responsibility for EYFS and the rest of the school.

## **PLANNING, RECORDING AND ASSESSMENT**

### **Planning**

Effective planning is the key to ensuring that our children's learning is exciting, varied and progressive. This allows us to build upon children's existing learning and experience. Our planning shows how our learning and developmental goals will be put into practice, is informed by our observations and interactions with the children, and aims to develop all

aspects of children's learning and development, considering their interests and supporting them at all stages. We aim to take into account the children's interests and to choose topic areas that are stimulating, practical, relevant and developmentally appropriate for them. All staff who work in the Early Years are involved in this process.

Below are the topics which have been chosen for the six half-term blocks and the learning objectives are distributed throughout the year in order to ensure breadth and balance of delivery of these objectives.

## **Reception Topics**

### Michaelmas Term

Ourselves (1<sup>st</sup> half term)

Celebrations and Festivals (2<sup>nd</sup> half term)

### Spring Term

People who help us (1<sup>st</sup> half term)

Underwater (2<sup>nd</sup> half term)

### Summer Term

Farm animals (1<sup>st</sup> half term and 2<sup>nd</sup> half term)

## **Recording**

The whole Early Years team work together to build a record of each girl's progress and achievements. All this evidence goes into a Learning Journey. The Learning Journey is made up of photographs, which have been annotated, long and short observations and work created by the child.

The Learning Journey provides useful markers in evidencing attainment. Each child's individual Learning Journey is kept in the classroom and is available for parents to see throughout the year.

Access to the children's personal files is available on written request to the Headmistress. The School is registered under the Data Protection Act and complies with its provisions, for example, about the disclosure of information relating to third parties. However, we can share information with third parties if it is within the remit of safeguarding children. QCPS has a Safeguarding and Child Protection Policy which can be found on the School website or a copy can be requested from the School Office.

## **ASSESSMENT**

### **Assessment for Learning**

At QCPS we undertake assessment for learning. We consider and constantly evaluate what we know about each child's development and learning and make informed decisions about the child's learning and appropriate next steps. This enables us to meet both development and learning needs. All teaching staff who interact with the child contribute to the assessment process.

### **Early Learning Goals**

The Early Learning Goals (ELG) summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year.

### **Formative Assessment**

Formative assessment are ongoing assessments. These assessments of children's learning are used to ensure future planning reflects identified needs. Assessment in the EYFS takes the form of long, short and recorded observations and this involves the teacher and other adults, as appropriate. These observations are recorded and used to inform the teachers of next steps in the child's learning.

### **Providing support for SEND and EAL**

Communication with parents is of paramount importance to us with regard to assessment and monitoring and, alongside the parents, we aim to devise a personal programme of support for those children who require it. As well as utilising our learning support team in school, we can also support parents in seeking more information on their child's difficulties from an outside agency, such as an educational psychologist or occupational therapist. Staff working with the child aim to establish a "team" of support for that child in conjunction with support staff within or outside school and parents to carry out recommended activities or strategies.

\*Please refer to the Special Educational Needs and Inclusion and Disability Policy.

## REPORTING

Throughout the year we are reporting children's progress. In the Michaelmas Term and Spring Term parents are invited to a parent meeting with the class teacher to discuss their child's progress and view their EYFS tracking outcome sheet and Learning Journey. We also give parents a written report at the end of the Michaelmas term.

In the Summer Term, before the 30<sup>th</sup> June an Early Years Foundation Stage Profile (EYFSP) is completed for each child. This profile gives a well-rounded picture of the child's knowledge, understanding and abilities. Their progress will be assessed against the ELG's and readiness for Form I.

On the report teachers will indicate whether a child has met the expected, exceeded or emerging levels of development.

- Emerging – not yet reached levels of development
- Expected – reached level of development expected
- Exceeding – gone beyond expected levels of development.

We also put in the report a summary of the three key characteristics of learning, which the child has displayed during all the observations being made, these include:

- a. Playing and Exploring
- b. Active Learning
- c. Creating and Thinking Critically

Reports are sent to parents in Reception classes, earlier than the rest of the school, therefore parents are able to make an individual appointment in the summer term to discuss their child's profile, if they wish to do so.

### **Transition to Form I**

We have a smooth transition process from Reception to Form I at QCPS, which is as follows:

- Children are encouraged to develop independence when changing shoes for ballet/gym/outdoors and organising their personal belongings throughout the Reception year.

- Reception teachers plan for more structured lessons to be undertaken encouraging less dependence on adult support during the summer term.
- Reception children meet Form I teachers during the summer term.
- Form I teachers come and read to the Reception children to begin to form a relationship with the girls.
- In addition to the above practises, data and all relevant information, including a copy of the EYFSP for each child is given to Form I teachers. Reception and Form I teachers work together and communicate to make the transition from Reception to Form I as smooth as possible. This is a crucial part of easing the transition to Form I and of enabling children to achieve any learning goals that they may not have already before accessing the KS1 curriculum.

## **Moving**

If a child moves schools we will send a new school their assessment of levels of development against ELG's to the new school with 15 days of receiving a request.

If a child moves in the summer term an agreement is made with the new school to decide who will write the child's EYFS profile.

## **HOME AND SCHOOL LINKS**

At QCPS we work to establish warm, positive relationships with parents and carers based on mutual respect and the knowledge that we are working together for the good and happiness of the child. We endeavour to build an atmosphere of trust and to keep channels of communication open.

Outlined below are some of the means through which we aim to develop strong partnerships with parents and carers;

- Providing prospective parents with useful information including the School's address, location and contact details, together with a list of staff and Members of the Council of Queen's College London (Governors) which can be found on the School website.
- The website also contains a variety of whole school policies and with information on how to obtain these policies.

- An 'Introduction to Reception' afternoon for the new parents and their daughters in the term prior to the child starting at QCPS.
- 'Welcome Evening' for parents in the Michaelmas term.
- An 'Introduction to Reception' information evening is held for parents at the start of the year where the School provides information about the curriculum and encourages parents to support their daughter's learning at home.
- Parents receive a copy of the Parents' Handbook at the start of the year.
- A weekly newsletter informs parents of topics we are learning at school, phonic sounds being learnt, events, activities and notices related to school life.
- Parents are encouraged to bring in work a child has created, photos, certificates or notes of any progress or wow moments achieved at home which can be added to their child's learning journey.
- We operate an "open door" policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely, if Early Years staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- A formal meeting between individual parents and the class teacher is held in the Michaelmas and Lent Terms. The first is to discuss how the child has settled; the second is to discuss progress and future learning.
- A written report of children's development within the seven areas, plus specialist subjects is given to parents before the end of the Michaelmas term. At the end of the summer term an EYFS profile is written for each child.
- Parents are invited into School for an 'End of Reception Afternoon' to spend time in the classroom with their daughters, to look at her work together and share her Learning Journey.
- Parents may make an individual appointment in the summer term to discuss the EYFS Profile.
- Parents are asked to listen to their child read each evening and comment on reading progress at home.
- We conduct workshops for parents and guardians to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.

- Parents have the class teacher's email, thus promoting efficient sharing of practical information
- Sharing progress at school through regular dialogue between the Reception staff and parent/carers as part of the open door policy
- Inviting parents/carers to the class to conduct short talks on different celebrations at home or to accompany the children on class trips
- The website also contains a variety of whole school policies with information about how other policies can be obtained.

This strong and friendly relationship with parents sets a very positive tone for our relationship with the children. They see that parents and teachers know each other and work as a team. We actively encourage the introduction of aspects of home life into school, such as good news and achievements, children therefore do not see a major distinction between home and school life and are thrilled with our interest in their outside activities and being able to share them with their peers. Similarly, photographic recording of activities and sharing these with parents has developed in parents and carers a greater appreciation of what goes on in school and has prompted more meaningful conversations about school life between parents and children.

We recognise the role of parents and carers as co-educators of the children and, from the outset of the Reception year, aim to establish meaningful and honest relationships with children, parents and carers through the sharing of information and experiences.

## **EQUAL OPPORTUNITIES**

At QCPS we aim to provide all girls regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas. Children are encouraged and assisted in developing positive attitudes towards people of different ethnic groups, cultures, beliefs, gender and ability.

\*Please refer to the Equal Opportunities Policy.

## INCLUSION AND SEND

We aim to meet the individual needs of children through:

- Valuing each child as unique with specific needs and interests.
- Appreciating the development of the whole child and encouraging high levels of motivation.
- Setting realistic and challenging expectations that meet the needs of our children.
- Planning purposeful activities that build on what children know, match the needs of individuals and develop an enthusiasm for learning.
- Teachers and assistants act as role models in promoting positive attitudes to diversity and difference.
- Children with SEND are given support as appropriate. This includes children who are more able and those with specific learning difficulties (see SEND and Learning Support Policy).
- Children with specific medical needs have Individual Healthcare Plans

This policy has been constructed with reference to the governmental recommendations for special educational needs in accordance with Part 3 of the Children and Families Bill and its associated regulations in the Code of Practice 2014 as well as the Equality Act 2010. We believe in early identification and intervention of children with special educational needs and disabilities. They will be given support as appropriate to enable them to access and benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities. Individual Educational Plans (IEPs) identify targets in specific areas of learning for those children who require additional support, in line with the School's Special Educational Needs and Disabilities Policy.

The class teacher discusses these targets with the child and the child's parents/carers. Progress is monitored and reviewed every term. The Head of EYFS may be present at these meetings if necessary. The Head of Learning Support (Mr Barnard) is responsible for providing additional information and advice to teachers and parents, and for arranging internal and external intervention support where necessary.

If your child has a special educational need or disability you are invited to invited to a meeting with the Deputy Head and the Head of Learning Support, in order to establish the child's needs. As a result, Individual Education Plan will be put in place.

\*Please refer to the Special Educational Needs and Disability Policy.

## **SAFEGUARDING AND WELFARE**

### **Safeguarding Children**

QCPS has a Child Protection and Safeguarding Policy which can be found on the School website or a copy can be requested from the School Office. Our designated safeguarding officer for QCPS is Louise McCabe-Arnold.

\* Please refer to the school Safeguarding Policy.

### **The Prevent Duty**

As part of QCPS's ongoing safeguarding and child protection duties, we are fully behind the Government's Prevent Duty. Please refer to our Safeguarding Policy for further information.

### **Fundamental British Values**

The DfE have recently reinforced the need 'to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'

The Government set out its definition of British values in the 2011 Prevent Strategy and these values are revised when necessary. At QCPS these values are reinforced regularly across all areas of the curriculum and the day to day life of the school. Please refer to the document: EYFS Promoting Fundamental British Values.

### **Health and Safety**

We regularly update and review our risk assessments on classrooms, communal areas, outdoor areas and equipment and toys used by children in the EYFS in order to identify minimise potential hazards.

\*Please refer to the Risk Assessment Policy. Additional reference should also be made to the EYFS Educational Visits Policy, which works in conjunction with the Educational Visits Policy.

### **Maintaining a safe and secure environment**

The safety of the children is paramount. We will, therefore:

- Only allow a child to go home with a parent/carer unless we have received advance permission (preferably in writing) that she may be collected by another adult.
- Ensure that all children are appropriately supervised by adults when in school.
- Never allow a child to leave the premises unsupervised. Play in the garden is always appropriately supervised by adults, the area securely fenced.
- Follow the Supervision of Children (including EYFS) Policy in school.
- Ask all visitors to identify themselves and state their business before they are allowed to enter the building. Thereafter they sign the visitors book kept in the Office, wear security badges and are escorted during their visit. They sign out on leaving.
- Register all girls at the start of the morning and afternoon sessions
- Review our risk assessments each year on the Early Years indoor and outdoor learning areas and equipment used by the children.
- Welcome parental comments and suggestions for improvements

We teach the girls about boundaries, rules and limits and help them understand why they exist. Children are allowed to explore their school environment and take risks within appropriate limits and boundaries. The girls learn how to recognise and avoid hazards.

### **Suitability of Adults Working with Children**

QCPS has a suitability of adults working with children policy which can be found on the School website or a copy can be requested from the School Office.

## **Mobile Phones and Electronic Devices**

QCPS has a Mobile Phones and Electronic Devices Policy which can be found on the School website or a copy can be requested from the School Office.

## **Uncollected or Lost Children**

We have policies for children who are lost or not collected on time which are available from the School Office on request.

## **Educational Visits**

Educational visits are used to enhance the experience and learning of each child. Parents must sign permission slips for each visit. The Educational Visits Policy is available on the website and on request.

## **Pastoral Care**

We aim to settle the girls into their new school environment and support and guide them throughout their time with us by following the aims and objectives in the Behaviour Policy Document.

## **Aims & Objectives**

- to identify and meet the diversity of needs of the children in our school
- to create a safe, purposeful and happy atmosphere which encourages and reinforces positive behaviour
- to foster positive relationships across the School community
- to create a responsive and effective learning environment
- to acknowledge and value the achievement of children and to build self-esteem
- to develop independence and interdependence in our children

- to develop an understanding in the children of how their behaviour impacts upon themselves and others
- to support children's moral and social development
- to promote appropriate behaviour based on the principles of honesty, respect, consideration and empathy
- to ensure that our expectations and approach are known and understood by the School community

### **Managing Behaviour**

Emphasis, during their first few weeks in school, is placed on getting to know the girls, enabling the girls to get to know the adults and each other and in helping them to understand QCPS Code of Conduct.

The rules are expressed in simple words but the underlying ideas are fundamental to the way we believe children should treat each other and the way they should behave for the good of everyone. They are about working and playing together and about sharing resources, space and attention. They are about telling the truth and being fair.

- Do be gentle
- Do be kind
- Do be honest
- Do listen
- Do share
- Do work hard
- Do be fair

Our Code of Conduct thus exemplifies how the children are encouraged to behave towards each other with kindness and consideration. They have to learn to look after their own possessions and to respect other people's possessions. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity.

The Pastoral Care and Anti-Bullying Policies are available to parents on the website and from the Office on request.

## **HEALTH AND WELL-BEING**

### **Medical Matters**

We ask parents to keep their child at home if she is unwell and to telephone the School Office between 8 and 9am to let us know that she will not be in school. If a child becomes unwell during the day we will contact parents and make arrangements for the child to be collected. There is a designated medical room and we have qualified Early Years paediatric first aiders on site at all times and with the girls in the garden and on visits. First Aid boxes are readily available in school, and in the classroom, and taken to the garden; they are replenished as necessary.

We will always contact you immediately if your child suffers anything more than a trivial injury, or if we have any concerns about his health. We will inform you at the end of the school day if your child has a minor accident, bump or graze at school during the day. Should your daughter have a bump to the head a phone call will always be made.

All accidents are written down in the School Accident book and the treatment given for that injury. This information from the accident book is photocopied and put in the child's bag so parents know exactly what happened and what treatment was given.

If your child has a medical condition that necessitates regular access to medication please provide us with full and current medical information in order to ensure that we can provide appropriately for their needs, or to look after them in the event of an accident. We would be very grateful if you could ensure that you have filled in the health questionnaire form prior to your daughter's first term at school and that they are updated as necessary. We will work with you in making arrangements that work best for your child.

*Should your child need to be given medicine during the school day you are required to fill in and sign a Medication Form in the School Office. Without this consent we are unable to administer medicine to your*

*child.* The School Office will then administer the correct dosage when necessary.

\*Please refer to the Administration of Medicines Policy, available on the website and in the School Office.

## **Emergency Medical Treatment**

In accepting a place at the School parents are required to authorise the Headmistress or an authorised deputy acting on her behalf to consent on the advice of an appropriately qualified medical specialist to their child receiving emergency medical treatment, including general anaesthetic and surgical procedure under the NHS if we are unable to contact you in time.

There is a First Aid Policy and a Medicines in School Policy available on the School website and on request.

A medical questionnaire needs to be completed before your child starts school. If a child has any medical need, parents are invited to a meeting with The Assistant Head in order to establish the child's needs. As a result, an Individual Healthcare Plan will be put in place.

## **Food and Drinks**

A drink of milk or water and a biscuit are provided for each girl by the School at morning break. The girls also have access to fresh vegetable snacks during the morning. Parents may also send a piece of fruit or a healthy snack. Parents are requested not to send sweets, nuts, chocolate, crisps etc. Drinking water is available throughout the day.

School lunches are carefully planned and catered for. They are nutritious and prepared freshly each day. Children can opt for a vegetarian menu. The girls eat in the dining room and are supervised by teachers and assistants. The menu for the week ahead is published in our newsletter which is also available on the website.

## Special Diets

The School aims to be a nut free environment. Parents of girls with allergies to food or with special dietary requirements are asked to make this clear before their daughters start school. The Assistant Head is happy to see any parent who has concerns and the School will try to devise a special menu where practically possible. In special circumstances girls are allowed to bring a packed lunch to school.

## COMPLAINTS PROCEDURE

We aim to deal with any concerns you express promptly, efficiently and sensitively as they may arise. However, the Complaints Policy (which applies equally to the Early Years setting) is available on the website and on request. We undertake to investigate all complaints and to notify you of the outcome in writing. Written complaints about the fulfilment of the EYFS requirements must be investigated and the complainant notified of the outcome of the investigation within 28 days. We maintain records of complaints for three years after your child has left the School.

Parents of children in the EYFS are entitled to make a complaint directly to Ofsted and/or to the Independent Schools' Inspectorate (ISI).

### Ofsted

Telephone number: 0300 123 1231

E-mail: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

Address: Complaints, Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD.

### ISI

Telephone Number: 020 7600 0100

E-mail: [concerns@isi.net](mailto:concerns@isi.net)

Address: ISI, Complaints, Ground Floor, CAP House, 9-12 Long Lane, London, EC1A 9HA

## SCHOOL POLICIES

To ensure that the School operates efficiently and effectively, we have a comprehensive range of policies, procedures and guidelines. These are available on our School website: [www.qcps.org.uk](http://www.qcps.org.uk)

They are also available in the School Office, on request from Mrs Rani Winthrop or can be requested via this email address: info@qcps.org.uk.

### **EYFS (Reception) Policy Monitoring and Review**

The effectiveness of this policy will be monitored and evaluated by the Headmistress, the Deputy Head and the Head of EYFS.