



St. Lawrence College
The British School in Greece

Early Years Foundation Stage Policy

Our school is one community, united in our respect for each other, tolerant of differences and proud of our diversity, honest and positive about our learning and behaviour every day.

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Objectives

At St. Lawrence College, we acknowledge that during the first five years of life, rapid learning and development takes place. During this receptive period of a child's life, attitudes are forged, relationships cultivated and concepts developed. We recognise that children develop at varying rates and strongly believe that all children are born with the ability to learn and succeed. The foundations for later learning are progressively established so that every child can reach its full potential.

Our aim is to guide and support the child so as to evolve into strong independent learners. Through a play-based curriculum, complimented by a secure, stimulating, enabling environment, a dedicated team of practitioners diligently strive for the individual advancement of each child. This leads to positive learning outcomes and enables the children to be:

- happy and confident
- self-reliant and courteous
- considerate of others and themselves
- kind-hearted and caring
- understanding and patient
- inquisitive and innovative
- grateful and appreciated

We endeavour to:

- maintain a safe, provocative environment which is inclusive of all children, irrelevant of race, gender, age, disability, culture, denomination and religion.
- respect all children as individuals and acknowledge their singularity.
- value parents/carers as primary educators of the child.
- have high expectations of ourselves and the children.
- value our international pupil body as a means of adding to the richness of our curriculum.
- ensure that all staff maintain high levels of practice
- enthuse the children through a wide range of activities to ignite creativity, imagination and freedom of expression.



What are the benefits of choosing high quality early years provision for your child?

Research has shown that the impact of high quality pre-school provision, positive parental input and a stimulating home learning environment have verified positive outcomes and higher scores for students taking GCSE's at 16 years and A levels at the age of 18 years.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/472867/RR472A_Pre-school_and_early_home_learning_effects_on_A_level_outcomes.pdf

The Early Years Foundation Stage Curriculum

At St. Lawrence College we adhere to the Early Years Foundation Stage Curriculum (EYFS). (DfE 2014) The EYFS sets out the legal requirements in relation to learning and development and keeping children healthy and safe. The broad range of knowledge and skills promoted through the EYFS curriculum, in conjunction with strong parenting, ensures children's 'school readiness' as they progress on their individual learning journeys.

The framework includes seven areas of learning which are divided into *prime* and *specific* areas. The reason for this being, that before children can fully access the *specific* areas, they need to be secure in the *prime* areas.

Prime areas of learning

- Communication and language
- Physical Development
- Personal, social and emotional development

Specific areas of learning

- Literacy
- Mathematics
- Knowledge and understanding of the world
- Expressive arts and design



There are four themes or principles that we use to inform our practice:

A Unique Child

'Every child is a competent learner from birth who can be resilient, capable, confident and self-assured'.

Positive relationships

'Children learn to be strong and independent through positive relationships'.

Enabling Environments

'Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents/or carers'.

Learning and Development

'Children develop and learn in different ways at different rates'.

To enable us to plan and guide children's activities, we must reflect on the ways in which children learn. Three characteristics of effective teaching and learning are:

- Playing and exploring
- Active learning
- Creating and thinking critically

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS framework from 1 September 2014 with clarification note.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014_with_clarification_note.pdf)

The Early Years Foundation Stage at St. Lawrence College

The Foundation Stage at St. Lawrence College is organised into three age groups.

- ***Foundation Stage One. 2yrs – 3yrs 11months.***



For entrance into FS1 a child must be approaching two and a half years old, upon onset of the academic year in September.

- *Foundation Stage Two. **3yrs – 4yrs 11months.***

For entrance into FS2 a child must be three years old, upon the onset of the academic year in September.

- *Reception. 4yrs – 5yrs 11months.*

For entrance into the Reception class, a child must be four years of age, upon the onset of the academic year in September.

Key Person/Class Practitioner

Positive respectful relationships between children and adults are essential for children's well-being at present and in the future. The key person's role is to ensure that every child's care is tailored to meet their individual needs. It is their responsibility to help the child become familiar with the setting, and build a close, positive bond with both child and parents/carers. A child's key person regularly engages parents in discussion about their child's feelings and behaviour. If we feel a child needs support with their feelings and behaviour, we will ensure we have gathered observations to share with parents/carers, working with them to support the child in the setting and at home.

The formation of healthy relationships between adult and child is the essence of good practice and key to fruitful learning and development. Parents/carers first point of reference is their child's key person.

Partnership with parents and carers

Our rationale here is that we regard parents and carers to be a child's first educator. Therefore, we promote a close, supportive partnership to ensure they are involved and informed of everything we do with their child at school. We aim to make parents feel comfortable, valued and welcome to visit the setting, to speak to us at any time about their child. From the very first visit, parents/carers are encouraged to come along and spend time in the setting, to experience and familiarise themselves with the environment and staff body.



Transition into Foundation Stage One/Foundation Stage Two

Prior to any child starting school, we urge all parents/carers to meet their child's prospective key person so that we are able to elicit key information about the child's development, personality, character, family and cultural background, likes/dislikes thus far, as well as any additional parental concerns that they may wish to disclose.

This information helps us prepare for the child's pending transition and is paramount to making certain that the changeover from home to school proceeds as smoothly as possible. It also allows us to identify each child's specific 'starting point' and provides us with insight into their individual learning journey from birth hitherto.

Parents/carers and children are invited respectively to two separate informal orientation gatherings, which are annually planned a few days before the onset of each school year. This is arranged with a view to getting to know one another and exchanging relative information.

The first informal meeting is held with **parents/carers only**. This is an opportunity for new and old parents to meet, as well as to make acquaintance with their child's key person and additional members of staff who will be closely involved with the children.

At this point, the above mentioned information from parents/carers can be gathered and general information regarding the Early Years' curriculum, policies, routine and transition, shared with parents/carers.

The following day, parents/carers are invited to bring their children to come along and play in the setting, so that they can meet their key person, other members of staff, and importantly, their new classmates.

First days at school

Principal concerns of parents/carers are that their children are happy and secure. We endeavour to ensure that the children make a smooth, quick and happy transition into the setting. The settling-in period can take up to two weeks and sometimes more. We recommend that parents/carers are available to support the child during this period. It is also beneficial for the child if this period of transition is consistent and uninterrupted.



Separation from a parent/carer is always a stressful time for all parties involved. Practitioners are very aware of the distress that can come with such separation and in the case that a child is displaying signs of separation anxiety, then a steady, gradual transition will be advised, always with focus on the well-being of the child.

A gradual transition may mean progressively increasing the length of the day that the child attends, an early pick up time may be suggested, bringing a favourite toy or comforter, or by asking parents/carers to stay for a little while each day until the child feels more comfortable.

For us to be effectual, collaboration and trust from parents/carers is imperative during this tenuous period of transition. It is the key person's role to advise the parent in such cases as to what may be the best approach.

Our aim is to have happy, content children that enables independent learning through developing firm, positive and respectful relationships with both parents/carers and child.

A more formal, one-to-one parent/teacher meeting, takes place just after the first half-term holiday in early November.

However, parents are warmly encouraged to make an appointment with their child's key person at any time if they have concerns.

Transition from Foundation Stage Two to Reception

Enrolled pupils in Foundation Stage Two, who will progress into Reception, have the opportunity to come into daily contact with Reception teachers upon arrival at school every day.

Reception teachers are incorporated into the early morning garden duties, where all children in the Early Years Foundation Stage congregate before proceeding to their respective class rooms at 8:40 a.m.

This ensures that the younger children in Early Years have the opportunity to interact and gradually become familiar with Reception teachers.

Opportunities arise throughout the school year when the younger children are able to engage more closely with the Reception teachers, for example, during rehearsals for the annual Christmas show, school excursions, and so on.



Towards the end of the academic year, Reception teachers invite the Foundation Stage 2 pupils to visit the Reception classes and spend some time with them. In an informal atmosphere, the teachers interact with the children, read stories, sing songs and get to know the children a little better before the onset of the new school year.

Parents of Foundation Stage Two children are invited to come into school towards the end of the academic year to meet with Reception teachers. This is an opportunity for the teachers to brief the parents/carers on the forthcoming transition and curriculum.

New intake of children joining the Reception classes at the onset of the academic year, will have the opportunity to meet their teachers and classmates at orientation day, prior to school starting in September.

Learning through play

Children learn best when they are engaged in activities that interest and inspire them. We provide stimulating, active play experiences in which they can freely explore, investigate and develop their learning to help them make sense of the world. A balance of adult-led and child initiated activities are incorporated across the day and they are given the opportunity to practise skills, scaffold learning and revisit any prior learning experiences. This helps them to consolidate and extend acquired knowledge.

Simultaneously, concentration and perseverance is strengthening, necessary components when learning important reading and writing skills later on.

Gender equality

All activities are planned to create equal opportunity amongst the children in the setting. Unfortunately, gender bias is to some level present in all people's lives and experiences.

Our aim is to promote gender equity amongst our pupils and engage them in equal opportunities so that overall they may benefit from all the experiences they encounter in the setting.

Through dialogue with parents/carers and children we hope to break down stereotypes and cultivate 'open mindedness' in an effort to address gender barriers and inequality in our society.



Planning the curriculum

To capture the children's interest and ignite their curiosity, a broad range of themes, topics, mini-topics, the circular motion of seasons, inclusive of a diverse range of annual celebrations, enables us to plan a creative and stimulating variety of activities which are devised over a three year cycle.

The children are encouraged to participate in experiences which allow them to examine a topic in depth as well as bring their existing knowledge and skills to the table. It is the practitioner/key person's responsibility to plan activities which are also relative to the child's interests and level of development in order for them to extend learning and persevere with tasks, through to completion.

'In the moment' planning allows us to build on an idea that may be instigated by the child at any given moment. These spontaneous moments of independent learning are embraced and enhanced by the practitioners. These are 'golden' moments. Learning opportunities which spark intense curiosity, the opportunity for scaffolding, learning and cognitive cohesion.

Weekly planning meetings allow practitioner's to put their ideas together. All members of the Early Years' team are invited to contribute their viewpoints into the planning sessions. Observation of the children's interests are taken into consideration and incorporated into the planning cycle at any given moment. All short-term planning is shared with parents/carers on a weekly basis through means of a weekly activity sheet. This clearly outlines the activities which will take place during the course of the week.

This medium is also utilised as a means of informing parents/carers of ongoing events, excursions, celebrations and spur of the moment requests for parental support and involvement.

Curriculum plans, otherwise known as medium-term plans, are reviewed and amended each term respectively. Parents/carers receive these documents electronically at the onset of a new term. The documents outline learning objectives for the term ahead and clarify the continuum of the curriculum. Opportunity is embraced here, to pose advice for parents on how they can support their child at home to develop and encourage particular learning skills within explicit areas of learning.



Assessment and Observation

Assessment is an essential part of the learning development of children in the Foundation Stage. We observe the children during play in order to make judgements about their abilities and continuous development against the curriculum. These are in the form of short notes about things that we notice the children doing in their play of significance to their achievement of curriculum statements. We also take photos of evidence of the children displaying skills and achievements.

Our assessment of the children is recorded within an online learning journey called Tapestry. The Learning journey is a story of your child's time in Early Years, and is made up of photographs, video, and observations made by staff. It is a fully interactive and secure system.

In your child's Tapestry account there is a section entitled 'All about me' which is for parents/carers to add information about their child that they would like to share with us. This is a useful 'starting point' for us to work from, and we encourage all parents/carers to complete this section.

When a child undertakes a new transition, this information is shared with the new key person or respective professional.

Assessment in Foundation Stage One

Children in Foundation Stage One need to be secure in the **prime areas** of learning before progressing to the **specific areas** stipulated in the Statutory Framework.

For this reason, a written progress report is formulated and issued at the end of the winter term, in the following areas of learning only:

- *Communication and Language,*
- *Personal, Social and Emotional Development*
- *Physical Development*



A second progress report is issued at the completion of the summer term. As children develop at varying rates, the end of year's progress report will be more reflective of progress in both prime and specific areas of learning. If some of the learning goals have not been reached, this means that the child is still consolidating and working towards those learning outcomes.

Assessment in Foundation Stage Two

Children in Foundation Stage 2 participate in two electronic assessments (*CEM Aspects Pre-School Assessment for Nursery up to age 4, Durham University*).

The first assessment is completed at the onset of the academic year to assess individual 'starting points', and the second at the end of the academic year. The final assessment will give us a clear picture of each child's individual level of development and overall achievement throughout the year.

The Aspects pre-school evaluation assesses early developing abilities in:

- Language-concepts of reading print; letters, words and sentence identification.
- Mathematics-concepts of maths (bigger/smaller,taller/shorter), number recognition,counting and simple sums.
- Phonological awareness-repeating unusual words.
- Personal,social and emotional development (PSED)
- Motor development.

Once ASPECTS assessments are complete, the class practitioner can confidently address the needs of individual children.

Assessment in Reception

Children in Reception participate in two electronic assessments (*CEM BASE Reception Assessment for children up to age 5, Durham University*).

The first assessment is completed at the onset of the academic year. The second at the end of the academic year. The final assessment will give us a clear picture of each child's individual level of development and overall achievement throughout the year.



The BASE Reception evaluation assesses abilities in:

- Mathematics.
- Literacy
- Communication
- PSED

These assessments complement ongoing observational assessment practice.

End of term progress reports

Two end of term progress reports are issued bi-annually. The first at the culmination of the winter term, the second at the completion of the summer term.

These progress reports reflect levels of achievement in the seven areas of learning stipulated by the Early Years Statutory Framework and are formulated in accordance with the early years learning outcomes.

Parental involvement is crucial for us to have positive outcomes when educating young children. It is important for parents/carers to have the opportunity to submit their input regarding their child's progress.

Therefore, a parental feedback document is sent twice in the academic year, which we urge parents/carers to complete and return to the child's respective key person.

This enables us to address issues of concern, further enhance our provision and adapt strategies so that we may work collaboratively in order to support the child's learning.

Inclusion/Special Education Needs (SEN)

All children are entitled to equal access to the curriculum. The Early Years Foundation Stage promotes equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported on an individual basis. This includes all children with special educational needs, short or long term, disabled children and those identified as gifted and able.



Therefore, it is our duty to provide a broad, balanced and relevant curriculum as it is equally our obligation to provide bespoke support where achievable to enhance or accelerate each child's individual developmental requirements and enrich their learning capacity. The objective being that the child is given every opportunity and resource provided within the setting to achieve their full potential.

A delay in learning and development in the early years **may** or **may not** indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision.

Where possible, we accommodate a child's specific needs unless specific specialist support is advised. Practitioners are not eligible to diagnose specific SEN. Where necessary, expert advice must be sought, by qualified specialist professionals.

For further details regarding special educational needs, please refer to the St. Lawrence College Junior School SEN-D policy.

Supporting Individual Educational Needs in Early Years

- If our observational assessment indicates that a child may require additional support, we use a range of strategies to make full use of all available resources within the setting.
- In liaison with the child's parents/carers, the key person will offer additional interventions to support the child's development and mutual goal setting. An agreed time frame will be advised which implements short-term targets and future reviews.
- The key person will keep parents informed and elicit from them their in-depth insight into their child's development.
- We will record the strategies used within an Individual Progress Plan (IPP)
- If after putting into practice the above points, we feel a child is not meeting expected progress and we feel they will benefit from further support, the key person along with senior managers will take the lead in seeking further assessments outside the setting, always in collaboration with parents/carers and only after we have thoroughly considered all the information about the child's learning.



Supporting Parents of Possible SEN Pupils

Accepting that your child may not be developing on a par with most children creates anguish and is difficult to come to terms with. However, it is very important to remember to try and stay focused on what the child 'can do' rather than what they 'cannot do'.

Often parents prefer to wait rather than have the child referred to a specialist or undergo multidisciplinary assessments. This is usually because they need some time to adjust to the idea that their child may need specialist support.

Subtle, open, honest dialogue amongst all parties involved should be sustained at all times. Priority on relieving frustration that the child may be experiencing should be the focal point, in conjunction with attaining a positive outcome for the child.

Managing Behaviour and Discipline

Our role as adults in the setting is to foster a positive learning environment and maintain high quality provision, whereby every child is able to make a contribution and feel appreciated, valued and respected at all times.

We endeavour to develop self-discipline by means of pedagogical strategies which encourage children to be responsible for their own actions and acquire a strong perception of right and wrong. We have high expectations of our staff body whom we require to be vigilant and conscientious at all times.

All staff are expected to:

- Display a warm, caring, composed temperament.
- Have shared aims.
- Be consistent in their approach.
- Use only positive statements when talking about children in the setting.
- Have an understanding of factors that may impact behaviour. E.g. tiredness, hunger, significant changes at home, safeguarding/child protection concerns.
- Understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled with discretion.



- Understand the critical role adults have in modelling behaviour. (E.g. appropriate tone of voice, language and actions).
- Meet children's emotional needs.
- Devise suitable, age-related and challenging opportunities and activities for the children.
- Encourage children to be independent and responsible. (E.g. tidying up and taking care of their possessions).
- Use praise and positive reinforcement.
- Model how to share resources, play together, problem solve and negotiate.
- Look out for 'desired' behaviour and display praise immediately. Give specific feedback addressing the child by name. Give non-verbal feedback. (E.g. smiles, hugs and thumbs up).
- Praise group behaviour.

Strategies for addressing undesired/inappropriate behaviour

Staff are requested to adhere to the following:

- Do not assume that children know what is expected of them. Explain what they need to do in a positively phrased sentence.
- Give the children clear guidelines of boundaries within the setting.
- The atmosphere of the school and example set by the staff will help the children to model their own positive attitudes.
- Some children seek attention by using undesired behaviour. This sometimes stops if ignored. Focus on praising desired behaviour instead. **Distraction** is a very important and appropriate aid for the younger children.
- Wherever possible bypass 'negative' behaviour and concentrate on catching and praising the child displaying 'positive' behaviour.
- If a child displays inappropriate behaviour, address the child with a quiet word and include an explanation of why it is unacceptable. An adult's response and tone should match the seriousness of the incident (firm, but always calm). Sometimes the intention may have been much more or less serious than the outcome.
- In the case that a child displays anger, distress or frustration, gently encourage them to calm down by taking their hand and guiding them to a quiet area. Once they are composed, talk to them about their behaviour. Help them to understand the consequences of their behaviour.



- Listen to what the child has to say and acknowledge their feelings. Reassure them that they are still valued as individuals, even if their behaviour may sometimes be unacceptable.
- If deemed appropriate, a 'quiet time' of minutes equal to the child's present age. e.g. If a child is 3 years old then a time out of 3 minutes is appropriate.
- Sanctions should be used as a last resort only. If sanctions are used make it clear to the child why this is the case.
- Physical intervention is deemed absolutely inappropriate and should only be used for the purpose of averting immediate danger or personal injury, or to manage a child's behaviour if unequivocally necessary.
- Any physical intervention should be recorded and parents/carers must be informed on the same day or as soon as is reasonably possible.
- If a child consistently displays undesirable behaviour and does not respond to the strategies outlined above, staff will inform and request collaboration from parents/carers.
- In the rare case where the child's behaviour shows little or no improvement, it may be necessary to seek the advice of a behavioural psychologist, with prior consent from parents/carers.

Safeguarding

Keeping children safe, well and happy is our highest priority. Our objective is to sustain a high quality setting which is welcoming, safe and stimulating. A place where all children can learn and thrive with confidence and assurance.

Our priorities include:

- Ensuring the suitability of all adults working with the children.
- Inappropriate behaviour displayed by members of staff or any other person working with the children.
- Advocating good health amongst the children and staff body.
- Monitoring staff behaviour and wellbeing.
- Maintaining records, policies and procedures.
- Child protection.
- Significant changes in children's behaviour.
- Identifying signs of abuse, neglect and responding in a timely and appropriate manner.
- Children's comments which give cause for concern.



For further details regarding, safeguarding, please refer to the St. Lawrence College Junior School Safeguarding and Child Protection Policy.

Mobile phones/Cameras

- Members of staff are not permitted to use their mobile phones in the class rooms or in the presence of pupils.
- Members of staff and visiting bodies are not permitted to take photographs of the children in the setting, using their personal mobile devices of any kind.
- Only cameras provided by the school are to be used to take photographs of the pupils and must be stored securely when not use.
- Photographs are not to be uploaded on social media without parents/carers knowledge and consent.
- Permission must be sought from parents/carers for photographs to be taken and displayed in the setting or used as evidence as part of the child's learning journey.

Intimate care/Toilet Training/Independence

Reaching milestones and gaining independence are important factors in a child's life and in early years we want to encourage self-independence in all areas of development. A child feels huge amounts of satisfaction and gratification when they reach a new milestone and it is our obligation to guide them towards independence.

- If children upon entering Foundation Stage 1 are not fully toilet trained then in close collaboration with parents/carers a time will be decided as when to move forward with toilet training.
- Children entering Foundation Stage 2 should be fully toilet trained. However, accidents do and can happen at any time so it is requested that all children in the Foundation Stage are equipped with a set of spare clothes and slippers.
- It is important that we have parents/carers full support in encouraging the children to gain independence in dressing, toileting and cleaning themselves.



All staff must:

- Attend immediately to any child who needs changing or assistance in the bathroom.
- Inform a second member of staff when a child's intimate care needs attending to.
- Display sensitivity and respect for the child's privacy when attending to a child's intimate care.
- Ensure that toilets and surfaces are clean, dry and hygienic for the children to use at all times and if not, take the appropriate measures to rectify the situation prior to use.
- Wear the appropriate protective gloves when attending to a child's intimate care or personal hygiene.
- Dispose of soiled nappies or underwear appropriately. Badly soiled underwear cannot be laundered in the setting and is deemed unhygienic to be sent home in a child's bag. Therefore, it will be disposed of. Parents/carers are informed. We regret any inconvenience this may cause.
- Encourage independence and be willing to assist a child when deemed necessary.
- Guide 'visitors' to the 'visitors WC'.

Sleeping children

Provision is made for children who need to sleep/nap during the day and all children who sleep are closely monitored whilst doing so. Parents/carers are informed if a child has slept during the day and for how long. Linen is provided by parents/carers and regularly sent home to be laundered.

Outdoor Play

Provision indoors is complemented by a wonderful outdoor area which all practitioners and children can access from their classrooms regardless of scheduled break times. Outdoor play is scheduled twice a day, every day all year round. Only in the case of extreme weather conditions are children kept indoors during break times. The Foundation Stage classes enjoy a mid-morning session of twenty five minutes and another mid-day outdoor session of one hour.

The Reception classes have a morning break outdoors session which lasts twenty minutes and a mid-day break of forty minutes.



Children are closely monitored outdoors, at all times. Outdoor play is proven beneficial for children's health and well-being and a time when they can freely communicate, socialise and use their imaginations. Physical development is enhanced and important resilience and problem solving skills are being built.

We firmly believe that if a child is well enough to be at school, then they should be permitted to enjoy being outdoors and benefit from all the advantages of outdoor recreation.

Accidents

All accidents are taken seriously and logged immediately. Superficial cuts and grazes are dealt with by members of staff whom are always close at hand. Parents are notified as soon as reasonably possible. If a child suffers a more serious accident, such as a bang to the head or a possible fracture or break, then the school nurse is notified and called to the scene immediately. The school nurse will assess the injury and notify parents in the case that they need medical attention from a doctor.

Our full attention is given to the child at this time.

First aid kits are on site and all members of staff are able to tend to superficial injuries, cuts and grazes.

Medication and illness

When a child is unwell, they will find it hard to cope with being at school. To minimise infection and the transfer of viruses and childhood illness, it is therefore recommended that the child stay at home until they are well enough to return and no longer infectious.

- At the first sign of a temperature, rash, vomiting and/or diarrhoea, parents/carers will be asked to come and collect the child.
- In the case that a child has a temperature and only with prior permission from a parent/carer, mild analgesic such as **depon/ponstan** be administered
- The child will be made comfortable and isolated from his/her peers until a parent/carer arrives to collect the child.
- We recommend that a child who has been poorly from a virus, infectious illness (e.g. Chicken pox) or sickness/diarrhoea should be clear from fever or infection for 48 hours before returning to school.



- If a child returns to school and the class practitioner feels that the child has regressed or is still too unwell to be at school, they will immediately inform the parents/carers.
- Staff members are not permitted to administer antibiotics. If a child is taking antibiotics, it must be administered at convenient times at home.

Parents/carers are kindly requested to inform the school of a child's absence due to illness. The school should be notified of any special medical conditions prior to admission.

Food

All children require a snack and lunch to eat whilst at school. We encourage healthy eating and a balanced diet, preferably food that is prepared at home. However, children in the Foundation Stage classes can order lunch from the canteen which provides a variety of healthy, child sized portions daily.

Nuts, sweets and sugary drinks should not be sent to school.

Each child requires a bottle or flask of water. This can be re-filled by the child's key person throughout the day. On hot days, the children are permitted to take their water bottles outdoors.

The school must be notified of any food allergies or individual dietary requirements in advance.

Collection time/Security

- At the end of the school day, children travelling by school bus are taken by members of staff and handed over to the bus monitors.
- Children who are collected by parents/carers gather in the Foundation Stage 2 classroom (Ms Fermelis' classroom) where they should be collected no later than 3:15 p.m.
- If a child is not to be put on the school bus at the end of the day, the child's key person must be notified well in advance.
- If a child is being collected by an unknown family member/friend etc, it is imperative that the child's key person has been notified and introduced to the person, well in advance of the child being collected.
- No child will be handed over to an unknown person.



Staff must ensure:

- They know and recognise the person collecting the child.
- All children have vacated the building before leaving the premises.
- They have access to the contact details of all children whom are collected in the afternoon.

Concerns and Complaints

Our aim is to provide you with the best possible service and provision that we can deliver. However, if you feel there is an area where you are dissatisfied, please tell us. In the first instance, you can approach your child's key person. If you are still unhappy, please talk to the Head of Early Years or Senior Managers.

Unless we know your concerns, we are unable to rectify them. Therefore, please make use of our 'open door' policy and come and talk to us.

Contacts.

Headmistress Junior Section: Ms S. Good	s.good@slc.gr
Deputy Head Junior Section: Ms S. Diplas	diplas@slc.gr
Early Years Lead Practitioner: Ms E. Economides	e.economides@slc.gr
Class Practitioner: Ms V. Panos	venice@slc.gr
Class Practitioner: Ms E. Pateloudi	e.pateloudi@slc.gr
Class Practitioner: Ms A. Fermelis	a.fermelis@slc.gr
Learning Support: Ms E. Doufekia	e.doufekia@slc.gr
Learning Support: Ms C. Heitmann	c.heitmann@slc.gr

This policy will be reviewed in October 2020

Caroline Economides.

Early Years Lead Practitioner.