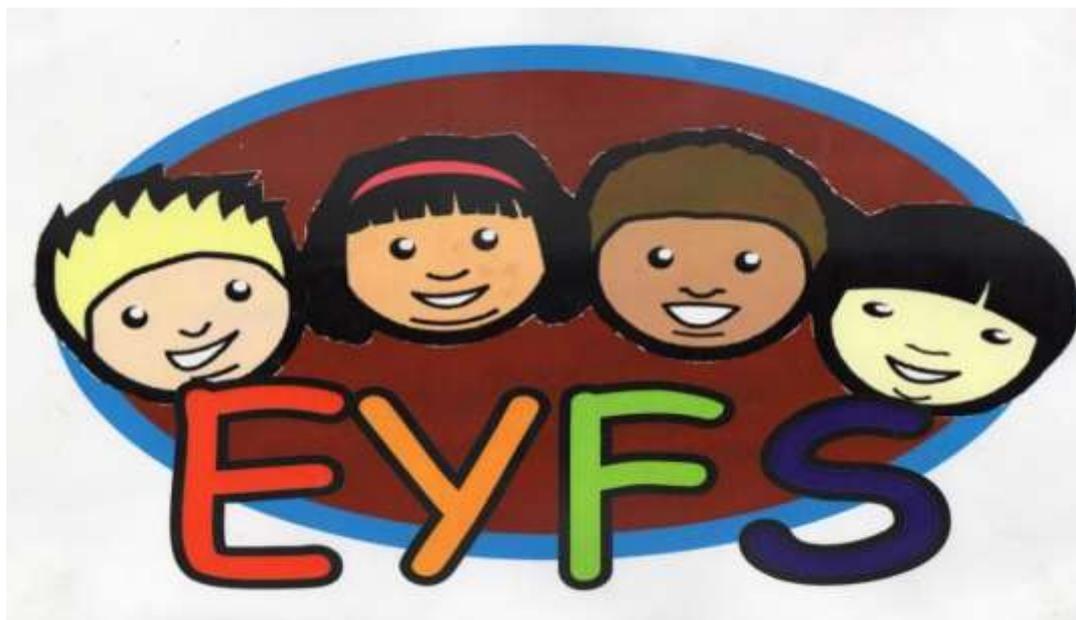


Hulme Hall Pre-School
Early Years foundation Stage
Handbook



2017/2018

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Dear Parents and Carers,

Welcome to Hulme Hall Pre-School!

This handbook is intended as a useful guide for parents of children entering our Early Years Foundation Stage.

For many families, this will be the first time, your child is entering into education and we hope that you find this handbook useful in answering any of the questions you may have.

At Hulme Hall Pre-School, we believe that every child, deserves the best possible start in life in order for them to fulfil their potential. Children develop quickly in the early years and a child's experience between birth and age 5 have a major impact on their future life chances. A safe and happy childhood is important.

All children learn through play, with a mixture of child initiated and adult led learning opportunities. Learning takes place both indoors and outdoors. We introduce different topics which the children, explore through a variety of media, including, malleable materials, paint, sand, water, mark- making, jigsaw puzzles and Literacy and Mathematical games.

As children commence their journey in our Pre-School, we begin to develop and nurture strong positive attitudes

where children become proud and respectful of themselves, others and their environment.

By the end of their learning journey at Hulme Hall, our children in are enthusiastic and confident learners who are ready for the challenges of school.

I look forward to working with you and your child.

Mrs Khinda

Head of Hulme Hall Pre-School



ETHOS

At Hulme Hall Pre School:

We provide a broad and stimulating educational environment which encourages each child to fulfil their potential and become life-long learners.

We value each child for what they can achieve academically, physically, socially and emotionally.

We encourage independence, responsibility and consideration for others.

We provide a stable, sensitive and welcoming atmosphere in which our children feel happy and secure.

We develop an effective three-way partnership between children, parents and school.

In addition to these, our aim is to ensure that our EYFS provision complies with the learning and development requirements, and the welfare requirements of the statutory framework for the EYFS in the development and provision of:

- A Unique Child

We recognise that every child is a competent learner from birth who can be resilient, capable, confident and

self-assured. Our commitments are focused around development, inclusion, safety, health and well-being.

- Positive Relationships.

The Early Years Foundation Stage is committed to building positive relationships founded upon respect, partnership with parents and the support of learning. Key Workers develop positive relationships which enable children to learn to become strong and independent.

- Enabling Environments.

In order to support and extend the children's development and learning, the Early Years foundation Stage is committed to undertaking observation, assessment and planning. Learning environments are designed to be safe and stimulating and to support the transition process from one year group to another.

- Learning and Development

Our aim is to be aware that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected. There is an underpinning belief in the school that all children have significant strengths that should be fostered and developed.

Curriculum

Throughout the Early Years Foundation Stage we aim to support the child's development and progress towards the outcomes of 'Every Child Matters':

Being healthy

Staying safe

Enjoying and achieving

Making a positive contribution

Economic well-being

The Early Years Foundation Stage is made up of the Characteristics of Effective Learning and the prime and specific Areas of Learning and Development.

The Characteristics of Effective Learning are the ways in which children engage with their environment and other people. These underpin learning and development across all areas and support the child in being a motivated and effective learner. The 3 Characteristics are made up of:

Playing and exploring - engagement

Finding out and exploring

Playing with what they know

Being willing to 'have a go'

Active learning - motivation

Being involved and concentrating

Keeping trying

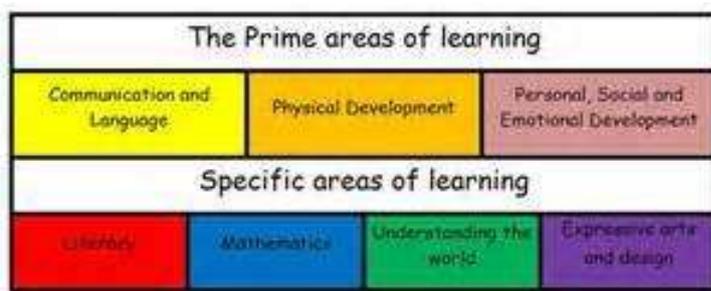
Enjoying achieving what they set out to do

Creating and thinking critically - thinking

Having their own ideas

Making links

Choosing ways to do things



The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all areas. The prime areas continue to be fundamental throughout the EYFS. The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

We are aware that children progress in these areas at different speeds, depending on their age and stage of development. Staff are mindful of this and take this into account when planning activities and learning experiences.

Through play and more formal activities, children can explore, develop and use their imagination to help them make sense of the world, within a safe, secure environment. They practice skills, build up ideas and concepts, think creatively and imaginatively and communicate with others as they investigate and solve problems.

Personal, Social and Emotional Development

Personal, social and emotional development underpins all aspects of school life and provides a foundation for successful learning. We aim for each child to feel secure and valued, and to settle happily in our Pre-School. The staff act as positive role models that encourage sharing, taking turns, being polite, being kind and showing respect for everyone equally. Children are encouraged to form good relationships with adults and peers and develop skills of independence. We endeavour to promote self-esteem and with this a positive attitude towards learning and new experiences.



Communication, Language and Literacy

Our aim is to ensure that during their time at Hulme Hall Pre-School, our children will have had the opportunity to use and experience language in a variety of contexts. Our children are encouraged to develop their communication skills by interacting with their peers; talking with adults individually; working in groups and expressing themselves and their ideas during play and role-play. Activities are provided in order to extend vocabulary and develop the use of more complex sentence structures as well as promoting self-confidence. They will begin to develop concentration and listening skills by listening to stories and favourite rhymes with increasing attention, understanding and recall.

Physical Development

The children take part in gymnastics, games and dance activities and these provide the opportunity for learning

about and improving co-ordination and control, and moving freely and spontaneously.

Additionally, the children make excellent use of the outdoor classroom and playground facilities where they are able to develop gross motor skills. Fine motor and manipulative skills are developed through a range of activities; such as threading, cutting drawing and using malleable materials.

We teach our children the importance of good health, physical exercise and a healthy diet.



Literacy

Children are introduced to letter sounds by using Jolly Phonics, a scheme which teaches letters and sounds in an enjoyable, multi-sensory way.

Children are introduced to a good selection of books and encouraged to develop an enthusiasm for books as well as correct and careful handling of them.

Children are introduced to a range of writing materials in Early Years and Kindergarten. They are encouraged to form letters, write their own name and depending upon individual maturity begin to form simple sentences.

Mathematics

The children will develop a number of Mathematical skills during their time at Hulme Hall. They take part in various counting, sorting, matching, ordering, classifying and pattern-making activities which are specifically designed to help young children gain confidence and understanding of number and other mathematical concepts.



Understanding of the World

In this area of learning, children will develop the crucial knowledge, skills and understanding that help them to make sense of the world. This forms the foundation for later work in Science, Design and Technology, History, Geography, Religious Education and ICT.

Opportunities will be provided that will encourage exploration and observation at first-hand, to stimulate curiosity and interest in both the indoors and outdoors.

Children have access to smart boards and computers on a daily basis and relevant programmes are introduced to stimulate an interest in information technology.



Expressive Arts and Design

This area of learning includes Art, Music, Dance, Role play and Imaginative play.

The children are provided with many opportunities to experiment freely and express their imagination through many types of creative media. They are given support and encouragement to explore their own ideas and introduced to a wide range of materials, techniques and tools.

Music plays an important part in our Pre-School and each child is encouraged to join in and enjoy musical activities. The children are timetables to have music with Mrs Bevan, the Director of Music in the Senior School.

Our structured role-play area is changed every half-term and this has included a home corner, garden centre, hospital, café, travel agents and pet shop.



Assessment in the Early Years Foundation Stage

We hold the individual child's needs, interests and stage of development at the centre of our planning. This is achieved

through detailed observations and assessment. This observation and on-going formative assessment is at the heart of effective our early years practice.

This information is then effectively used to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

Types of records for each child:

Initial 'All about me' Assessments

Parent assessment and information sheets

Progress check at 2

Interest Sheets

Wow moments

Each child has an online learning journey, My learningbook.

With LearningBook you can:

- View and comment on observations taken at school through the MyLearningBook portal.
- See how each observation is linked to the EYFS curriculum and what the link means.
- Give extended or overseas family access to view your child's learning journey.

- View your child's overall progress throughout the early years curriculum.
- Upload your own photos from home activities to enhance your child's learning record.
- Access and download activities relevant to your child's stage of development
- Get more involved with your child's education - wherever you are, whenever it suits you.

We are willing to discuss your child's progress at any time throughout the year and to share further information about our assessment and record keeping procedures. If at any time during the year, you wish to speak to your child's Key Person about your child's progress, please make an appointment with the Key Person.



Staffing in the Pre-School

Mrs H Khinda	B.Ed (Hons) QTS	Head of Pre-School
Miss Day	BA (Hons) Childhood Studies	Early Years Room Leader
Mrs Wardlaw	BA (Hons) Childhood Studies	
Miss Beaumont	BA (Hons) Education	
Miss Burkitt	BA (Hons) Early Years Education	
Miss Nickisson	BA (Hons)	
Mrs Roclawski	NNEB Level 3	Nursery Nurse

Admissions Procedure

Your child can start Hulme Hall Pre-School at the age of 2.

You are invited to make an appointment with the Head of Pre-School for a tour of our Pre-School.

You would complete all the relevant admission forms to reserve a place. When reserving a place a non-refundable deposit of £100 is required. This deposit is refunded when your child starts Pre-School.

There are no reductions or refunds for general absence, illness or holidays.

We accept a variety of childcare vouchers and government funding is available for all children over the age of three years.

Please contact the School Secretary on 0161 485 3524 to arrange this appointment.

Settling in

As parents, you will have a very clear idea of what you want for your child. We see ourselves as an extension of the network that you put in place to nurture your child's development.

We want our children to feel safe and happy in the absence of their parents, and to be able to share with their parents the new learning experiences enjoyed at school

In order to do this we will:

- Encourage parents to visit our Pre-School with their children, during the weeks before admission is planned.
- Introduce flexible admission procedures to meet the needs of individual families.
- Reassure parents whose children seem to be taking a long time to settle.
- Introduce new families into the group on a staggered basis.
- Children in Early Years are given 2 free settling in sessions

Children cannot play and learn successfully if they are anxious or unhappy. Our settling in procedures aim to help children and parents feel comfortable and to benefit from what we have to offer.



Key Person

The EYFS framework requires that every child in the EYFS is assigned a Key Person.

Whilst every staff member has responsibility for all pupils in their care, the Key Person has a special role for working with a small group of children giving them the reassurance to feel safe and cared for and building relationships with their parents. A Key Person will help the child to become familiar with the school and to feel confident and safe within it. They will also liaise with parents to make sure that the needs of the child are being met appropriately.

They will carry out routine observations of the child and will ensure that records of development and progress are kept up-to date to be shared with parents and other professionals as necessary.

The Key Person will:

- Observe and plan for children's likes, interests and individual needs.
- Meet the needs of each child and respond sensitively to their feelings, behaviour and ideas.
- Ensure that children's physical needs are met -
Develop a secure and trusting relationship by learning key words in a child's first language or acknowledge their sounds and gestures.
- Update and share the child's learning journey with parents. Actively seek and value their written or verbal contribution.
- Support a child through transition periods when changing rooms or moving onto school.
- Develop trust to enable children's independence.
- Be a point of contact for the family if they have any concerns or complaints.

Parents as Partners

We recognise that working with parents is of major value and importance to the setting in enabling us to provide a happy, caring and stable environment for the children and

their parents. We aim to form a good relationship with parents so information regarding their child's development (be it developmental, social or health related) can be exchanged easily by staff and parents.

Communication from the school takes several forms and includes:

- Provide parents with information about our Pre-School before their child starts.
- Invite parents to bring their child to at least one session during which the children can play and parents can ask questions of staff.
- Provide parents with opportunities to discuss their child's progress.
- Talk to the parents of new children, and explain our Key Person system. Any special needs, health or dietary requirements etc. will be confirmed at this time.
- Make staff available to talk to parents informally at the start and end of each day, and at other times by appointment.
- Hold Parents' Evenings twice each year to give parents an opportunity to discuss their child's progress with staff.

- Provide parents with regular information and offer guidance, advice and suggested activities to support home learning.
- Provide parents with access to information regarding the curriculum policies, activities and events through regular letters and the school website, and also written information placed on the parent's notice boards.
- A description of each week's activities will be placed on the notice boards. Newsletters will be sent out each term.
- Digital Learning Journeys are shared with parents at Parents' Evenings. Such records are used to provide advice for parents to support learning at home.





Fees for Hulme Hall Pre-School

<u>TIME PERIOD</u>	<u>COST PER DAY</u>
Morning Session 8am - 12 noon	£23.0 0
Afternoon Session 12 noon - 4pm	£23.00
All Day Session 8am - 4pm	£37.00
Lunch £3.00 per day - Early years	
Lunch £3.50 per day - Kindergarten	

FEES FOR WRAP AROUND CARE

<u>TIME PERIOD</u>	<u>COST PER DAY</u>
7.30am - 8.00am	£3.60
4.00pm - 5.00pm	£6.25
5.00pm - 6.00pm	£6.25

Children eligible for the 3 and 4 year old Nursery Education Grant will be entitled to up to 15 hours of free sessions per week for a maximum of 36 weeks per year. For further information please contact the School Bursar.



Hulme Hall Pre-School

The School Calendar

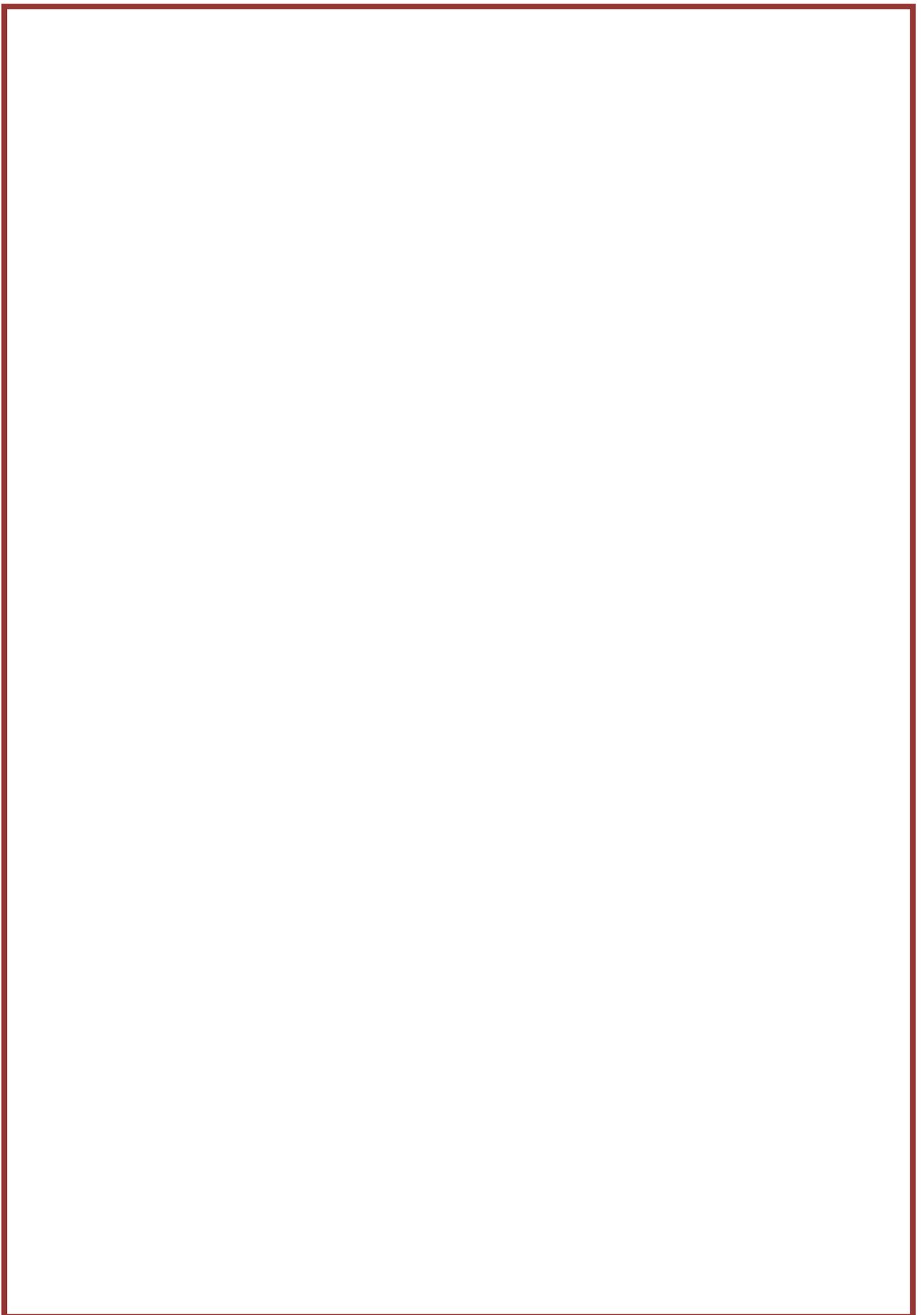
2017-2018

2017

Mon 4 th Sept	Staff INSET Training
Tues 5 th Sept	Staff INSET Training
Wed 6 th Sept	Staff INSET Training
Thurs 7th Sept	Autumn term commences
Wed 20th Sept	Kindergarten welcome meeting
Sat 7th Oct	Open Morning
Fri 20th Oct	Close for Half Term
Mon 6th Nov	Term re-starts
Fri 17th Nov	Individual photographs
Thurs 14th Dec	Christmas Lunch
Fri 15th Dec	Xmas Nativity
Tues 19th Dec	Xmas parties
Wed 20th Dec	Autumn term ends (12 noon)

2018

Mon 8th Jan	Spring term commences
Sat 13th Jan	Open morning
Fri 16th Feb	Close for half term
Mon 26th Feb	Term re-starts
Thurs 1st March	World Book Day
Weds 28th March	Easter Bonnet Parade
Thurs 29th Mar	Spring term ends (12 noon)
Mon 16th April	Staff INSET Training (Holiday club available)
Tue 17th April	Summer term commences
Mon 7th May	Bank Holiday
Fri 25th May	Close for half term
Mon 4th June	Term re-starts
Wed 27th June	Sports Day
Fri 6th July	Summer term ends (12 noon)



SCHOOL UNIFORM

School uniform can be purchased from our official supplier;
Monkhouse Schoolwear, Shopping Centre, Cheadle Hulme, SK8 5BE
Opening Hours: 9.00am - 5.30pm (Mon-Fri) and 9.00am - 5.00pm (Sat)
(Tel: 0161 488 3410/11 Website: www.monkhouse.com)

Pre-School Uniform

GIRLS

Maroon Pinafore
White EYFS Polo
Grey maroon trim cardigan
Grey tights
Black coat with school crest
Black fleece gloves
Black fleece scarf with school crest
Black fleece hat with school crest

BOYS

Grey Shorts
Grey Trousers
White EYFS Polo
Grey socks maroon trim (shorts)
Black coat with school crest
Black fleece gloves
Black fleece scarf with school crest
Black fleece hat with school crest

Maroon Kitbag with crest
Maroon book bag with crest

Kindergarten PE Kit
White polo shirt
Navy shorts
Black Pumps

Please note:

All clothing should be clearly marked with your child's name.



Items required on a daily basis

Early Years

Work Folders

Change of Uniform (in case of accident)

Black Pumps

Drink Bottle

Nappies

Wipes

Kindergarten

Change of Uniform (in case of accident)

Reading Bag

Healthy Snack

Drink Bottle

PE Kit

Sound book/word book

Sun cream (during summer)

Please note:

All clothing should be clearly marked with your child's name.



School Meals

School lunches are provided by 'Brookwood', they offer the highest standard of fresh, quality food to pupils across all school ages. Brookwood epitomises a fresh food company. They carefully source fresh, sustainable produce, sourced locally wherever possible and cook all dishes on-site.

We are very diligent with regard to any special diets, allergies and any particular cultural or religious requirements.

Whilst mealtimes are primarily a social part of the day, we offer the opportunity for your child to develop their table manners and social skills.

Please refer to Food and Drink Policy.

Snacks

Your child is allowed to bring 2 healthy snacks into Kindergarten daily.

A snack that is deemed unhealthy by the key person will be put back into the child's bag and returned home. Special treats like sweets and cakes should be saved for birthday parties and special occasions.



Outings and Visits



All outings are undertaken in accordance with the Off Site Activities and Educational Visits Policy. However, additional information relevant to Pre-School is laid out here.

Parents are required to complete a consent form for each individual outing. This will be circulated in advance, along with specific details of the outing including date, time, cost and mode of transport.

A full risk assessment including an assessment of Adult: Child ratios is carried out in advance and at least one member of staff, appropriately qualified in paediatric first aid, will accompany the children. Essential data - including emergency contact numbers - and equipment will be taken on every trip.

Pupils in Kindergarten and Early Years will go on outings and educational visits during the academic year.

- Adult: Pupil ratios are dependent upon the age of the children and the nature of the excursion. Ratios will be at least the same as they are for activities in school and often more generous.
- Coaches and minibuses with seat belts appropriate for the age and height of the children are used.
- Pre-visit risk assessments forms are completed. One copy is left in school and one is taken on the trip.
- Class lists, medication, first aid kits, sick buckets, spare cleaning clothes, tissues and nappies, cold drinks and a means of communicating with school are taken.
- Photographs will only be taken on school cameras and will be stored only on school computers.



Managing Behaviour Policy

While the underlying principles of the Whole School Policy on Pupil Behaviour apply to pupils within pre-School , it is recognised that for younger children the approach to managing behaviour will need to be adapted.

In our Pre-School we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

The school encourages an ordered environment, in which everyone knows what is expected of them. Children are helped to develop self-discipline and self-esteem, in an atmosphere of mutual respect.

In order to achieve this:

- All adults will ensure that this policy is implemented consistently, so that children know what to expect and can build up useful habits of behaviour.
- All adults will provide a positive role model with regard to care and courtesy.
- Adults will praise desirable behaviour such as kindness and willingness to share.
- Techniques intended to single out and humiliate (e.g. naughty chair) will not be used.
- In all cases it will be made clear that it is the behaviour and not the child that is unwelcome.

- Recurring problems will be tackled in partnership with the parents, using observation records to establish understanding of the causes.
- Staff will often speak to children and explain how and why their actions may be deemed inappropriate.
- In all circumstances and at every opportunity, staff will promote, celebrate and reinforce positive behaviour.

We follow our 5 golden rules

We have kind hands and feet

We have gentle voices

We are kind to our friends

We look after our toys

We use our listening ears

Children are taught these rules through stories and actions.

The rules are displayed in our Pre-School.

Children are rewarded for good behaviour and work in a variety of ways including stickers, stamps, certificates etc.

Each week children are selected by the staff to receive a Wow certificate.

In Kindergarten a child is chosen to be 'star of the day'.

Polite behaviour and courtesy is expected from all members of the school including children, teachers, staff and parents.

Procedures for dealing with unacceptable behaviour

How a particular type of behaviour is handled will depend on the child, their age, and the circumstances:

Initially the only intervention required will be to distract the children and re-direct his/her attention.

It may require withdrawing other children from the situation.

A short period of supervised 'time out' may also be appropriate.

The child will be asked to think about what he/she has done.

The child will be asked to think about how they have made the other child feel and to say or show they are sorry.

In extreme case it may involve the Head of Pre-School- Mrs Khinda - who is the named person for behaviour management.

All incidents are recorded in our incident book by the member who witnessed the incident. Parents are shown the incident sheet and will be asked to sign the form.

Parents will be asked to meet with staff to discuss the child's behaviour, so if there are difficulties we can work together and ensure consistency between home and school.

Our ultimate aim is that we work in partnership with parents to lay foundations from which children will grow into happy, self-confident, well-adjusted individuals.

Physical intervention will only be used to manage a child's behaviour if it is necessary in order to prevent personal injury to the child or adult, to prevent serious damage to property, or in exceptional circumstances. Any cases of physical intervention will be recorded and parents will be informed on the same day.

In the EYFS practitioners will not administer corporal punishment under any circumstances, and so far as it is reasonably practicable, we shall ensure that corporal punishment is not given by any person either in regular contact with or living with a child. We are aware that failure to comply with this requirement is an offence.



Safeguarding

It is important to us that all children in our Pre-School are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

(See Whole School Safeguarding Children Policy)

Named safeguarding lead in EYFS is:

Mrs Khinda Head of EYFS

Named Safeguarding Officer is:

Miss Day Early Years Room Leader

This policy has been presented to and agreed by the school governors and all teaching and support staff. It is available to new parents in the school guide and on request. The policy will be reviewed annually or in the light of new procedures. The policy of Hulme Hall Grammar School has been developed with help from the Stockport Local Safeguarding Board and Stockport Social Services. Every member of staff understands that they have a duty to be

aware of safeguarding issues and to follow the safeguarding procedures.

All teaching and support staff have received Disclosure and Barring Service (DBS)

From time to time, we may wish to photograph pupils to record a successful achievement for in-house publicity or newspapers. Please note that a child's image may not be captured without prior written consent from parents/carers. Your child's Key person will request such permission at the start of the academic year. Only pupils whose parents have given permission will be included in such photographs.

SEND Support

Emily Day is the named EYFS SENCO, she liaises with the staff to ensure there is a consistent approach to learning support and its provision. Pupils requiring learning support are integrated fully into the school and are valued members of the community.

Equal opportunities

All children at Hulme Hall Pre-School are represented as individuals, regardless of language, culture, religion, sex age or disability. We aim to offer them an environment where they can experience a wide range of activities with suitable resources to reflect our society.

We show positive images of male and female roles, people with disabilities from all races and cultures. We also acknowledge that not all children live in the stereotypical family unit. Books, activities and learning experiences are carefully planned to give an accurate reflection on our world.

Staff are recruited on the basis of merit, vocation and what they can offer to children. The diverse backgrounds of our staff is seen as a positive influence in the school.

We actively 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.

Festivals

By learning about festivals, children will have the opportunities to promote and value diversity and differences.



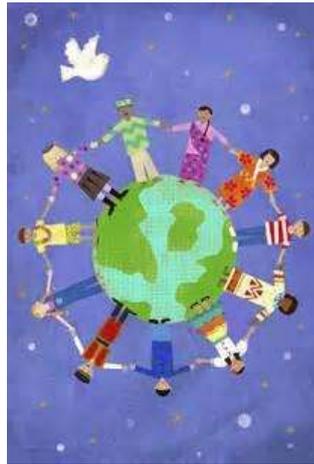
Our aim is to show respectful awareness of all the major events in the lives of our children, and in society as a whole, and to welcome their diversity of backgrounds.

Without indoctrination in any specific faith, children will be made aware of a whole range of festivals. Families will be encouraged to share their festival if they wish to do so. Children will meet with a range of stories, celebrations and special food and clothing which a diversity of festivals brings to school life.

We actively promote and teach our children the fundamental British values:

- Democracy

- Rule of law
- Individual liberty
- Mutual respect and tolerance for those with different faiths.



Medication

The Whole school policy regarding the effective storage and administration of medicines is strictly adhered to at all times. This includes the effective management of systems to support individual children with medical needs.

If a child is on prescribed medication, and the parent cannot administer it then the following measures will apply:

- Parents /carers must personally hand over the medication to the Head of Pre-School or a designated first aider.

- Medication will only be administered by staff or another suitably competent adult and where possible two members of staff will be present.
- Medication must be clearly labelled with child's name, dosage, etc.
- Written instructions will be obtained from the parent, with signed permission allowing staff to administer the medication.
- All medicines to be kept out of the reach of the children.
- A medication sheet will log the child's name, the time at which the dose is to be given, the date and time actually given with the signature of the staff giving the dose.

Illnesses and Injuries

- Parents are asked to keep their child at home if they have any infection, and to inform the school so that other parents may be alerted.
- Parents are asked not to bring any child into school, who has been vomiting or had diarrhoea, until at least 48 hours after symptoms have ceased.
- Cuts or open sores, on children, will be appropriately dressed.

Accidents and First Aid

The school encourages all staff to pursue Paediatric First Aid Training and funds this as appropriate. Staff know the location of the First Aid Boxes and the designated Pre-School first aider - Mrs Roclawski ensures that they are maintained at the required level. There is always a trained first aider on duty. All accidents are recorded at the time and staff must record:

- Full name of the injured person.
- Date and time of accident.
- Details of injury.
- Action taken.
- Sign the entry and have it countersigned by the carer.

Contact numbers for parents, and an emergency local contact for each child are kept on record, and every effort is made to make contact. In the event of a serious injury/illness a doctor or ambulance will be summoned.

Complaints

We hope that you will not feel the need to complain and that any difficulty can be sensitively and efficiently handled by the team.

If there are any matters about which you feel strongly, please contact Mrs Khinda and advise her of your concerns. (Please refer to whole school complaints policy.)

It is important that any worries are dealt with as quickly as possible.

We look forward to working with you and your child.

