

St. Anne's and
Guardian Angels
Catholic Primary School



EYFS (Nursery and Reception) Handbook

July 2024



“Excellence Together with Christ at the Centre.”

A Message from the Head Teacher

It is my pleasure to welcome you to St Anne's and Guardian Angels Primary School, a vibrant and caring community with a proud history. As a Catholic school, we offer a distinct education because we believe it is our mission to place Christ and the teaching of the Catholic Church at the centre of pupils' lives. In doing so we hope to nurture the values, aspirations and morals that will inform pupils' choices and actions, not just in school, but in all aspects of their lives. Our school mission statement is 'Excellence Together with Christ at the Centre' and we truly believe that our work should be the quest for excellence for all.

Our aim is for all children to receive an education that is engaging and relevant to their lives, developing their curiosity, resilience and creativity along the way. Our dedicated staff work hard to prepare children for the next stage of their education and for life in the modern world. In addition to a broad and rich curriculum, we ensure that pupils have opportunities to experience places and events that they may not ordinarily have access to and we make the most of our location in the heart of London's East End.

Our school is a highly inclusive school. We want all pupils and families to feel included and represented here, and we work in the best interests of our pupils so that all children can achieve. We appreciate the important role that parents play in the education of their children and we believe that a strong partnership between home and school is integral to a child's success. At the heart of all that we do is our belief that every child deserves the very best and we look forward to working with you to achieve this.

Miss Louise Nottage
Headteacher

School Contact Details

Address: St Anne's & Guardian Angels Primary School, Underwood Road, London, E1 5AW

Telephone: 020 7247 6327

Main office email: office@stannesgaprimary.com (Initial enquiries to the school will be dealt with by our office administrator, Tyrell Hudson)

Website: www.stannesgaprimary.com

Key members of staff include:

Headteacher: Miss Louise Nottage

Deputy Head Teacher: Ms Victoria Laxton

Head of Early Years: Mrs Jo Kinchlea

SENCO: Mrs Jo Kinchlea (Nursery – Y2) & Mrs Angela Howick (Y3 – Y6)

School Business Manager: Mrs Suhana Tabassum

School Administrator: Mr Tyrell Hudson

Premises Manager: Mr Keith Rashid

The Nature of Good Early Years Education

‘Good parenting and a high quality early learning together provide the foundation children need to make the most of their abilities as they grow up.’ [D.F.E.] July 2020

The Early Years in this school consists of both the nursery and reception aged children and this area is called our Foundation Stage, in which all the children aged 2-5 will be educated together.

The Early Years Foundation Stage (EYFS) seeks to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind
- **a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **partnership working** between practitioners and with parents and/or carers
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

Unique Child

‘Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.’

When activities are being planned, the staff are very much aware that each child is unique; with their own individual interests, communication and learning styles. Throughout their day these will have been observed, discussed, assessed and planned for so that their different and individual needs can be met.

Positive Relationships

‘Children learn to be strong and independent through **positive relationships**.’

It is very important that both the family/carers and the school work as a team and promote mutual respect. This will help us support and extend the child’s learning.

Enabling Environments

‘Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.’

The staff continually observe, discuss, review and plan the environment and the use of staff indoors and outside so that it can help meet the needs of the children and promote each child’s learning.

Teaching and Learning & the Early Years Curriculum

The curriculum the children will follow is guided by the Early Years Foundation Stage (Statutory Framework for the Early Years Foundation Stage July 2020.)

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

These seven areas are planned for daily, in order to provide your child with activities both inside and outside based on their individual development and needs.

The areas of Learning and Development are divided into 3 prime and 4 specific areas:

Prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building on their capacity to learn, form relationships and thrive. The prime areas are:

- 1. Communication and Language**
- 2. Physical Development**
- 3. Personal, Social and Emotional Development**

Through the four specific areas the three prime areas are strengthened. The specific areas are:

- **Literacy**
- **Maths**
- **Understanding the World**
- **Expressive arts and Design**

COMMUNICATION AND LANGUAGE

'The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.'

In the Early Years this involves all activities for listening, and speaking, but is particularly catered for in role-play areas, with small world toys, the book corner and at carpet learning sessions and also at lunch times.

PHYSICAL

"Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-

ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.'

The Foundation Stage children use large and small apparatus to promote confidence, competence and enjoyment within a safe environment. They are taught about the importance of living healthy lifestyles and eating healthy foods. They work with a wide range of materials to develop fine and gross motor skills. The children have access to both indoor and outdoor play daily. This is to encourage their core and upper body muscles to gain in strength to help with their writing and sitting skills.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

'Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life'.

In the Foundation Stage children are encouraged to participate as effective members of a small group, a large group or as an individual. They are made aware of behaviour that is acceptable/not acceptable to other people. They are encouraged to make their own choices and take responsibility for themselves as individuals. They are encouraged to share resources, ideas, thoughts and time of peers and adults. They are encouraged to consider the needs of others and act accordingly.

LITERACY

'It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (Necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).'

In the Foundation Stage we try to involve all activities for reading and writing. We place books at every activity and writing materials at most. All children in the Foundation Stage will follow the

‘THEP Phonics.’ Reception children will have a home reading book that we ask you to hear them read daily and later in the year they will be introduced to guided reading. In order to develop a love of reading the children are also invited to take home a weekly library book.

MATHS

‘Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.’

In the Foundation Stage, carpet learning sessions, focus and free choice activities are planned to achieve the above goals. We use many resources both inside and outside to make mathematics exciting and fun, for example construction toys, electronic toys, the computer and interactive whiteboard, role play areas, sand, water and malleable materials such as play dough.

UNDERSTANDING OF THE WORLD

‘Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.’

In the Foundation Stage the children have the opportunity to become involved in a wide range of first hand experiences which provides the acquisition of knowledge, skills and concepts. Concentration and perseverance are encouraged towards developing a positive attitude to learning. The Nursery children visit the local city farm to explore changes throughout the year and the Reception aged children visit many local places of interest to explore the world that they live in.

EXPRESSIVE ARTS AND DESIGN

‘The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.’

The Foundation Stage children are helped to foster a sense of awe and wonder through their senses, to explore their own creativity and to promote individual fulfilment.

RELIGIOUS EDUCATION

The Foundation Stage children follow the “Curriculum directory” as advised by the Diocese of Westminster. We use the Catholic primary religious education programme of study.

St Anne’s and Guardian Angels School is a diverse and rich community. As a Roman Catholic School the children are encouraged to base their way of life upon the life of Christ, developing a true Christian attitude towards their peers, adults and their environment. The Reception aged children attend school masses in the Church all the children take part in weekly class based Liturgies. As and when class assemblies take place throughout the whole school, when appropriate the children may also attend these. They will participate in the daily prayers in the morning and at lunch and at home time.

The value of different cultures is recognised and celebrated within the unit and through their diversity we hope to extend and use this knowledge within our school community.

Planning and Assessment in the Early Years

All children in the Foundation Stage learn through play. We do not make a distinction between ‘play and work’.

They are taught by building upon what they already know and can achieve. Purposeful activities are planned, with relevant and appropriate content, matching the different levels of the children’s needs, providing opportunities for teaching and learning both indoors and outdoors. This enables them to learn, develop and make good progress.

The children are grouped in a variety of ways determined by the activities being undertaken, i.e. ability, friendship, free choice.

Activities within the classroom and further afield are planned to encourage full and active participation of all children whatever their ability ensuring that individual potential is met. Boys and girls are given equal access to and encouraged to take part in all activities within the curriculum.

Resources for children are clearly labelled and visible, orderly and accessible to all children, helping to lead towards independence and responsibility. The children help tidy up after both morning and afternoon sessions.

In the Foundation Stage, planning is carried out weekly and is reviewed daily, liaising with all teachers and assistants, planning for each area of the curriculum follows the Early Learning Goals and the four principles. Detailed observations are kept on children in a variety of the activities they undertake. These are undertaken by all adults in the EYFS written by the class teachers and assistants, which are then transferred into the children’s records on “Evidence Me” an online platform that can be shared with parents and school for each individual child. These are updated on a regular basis. Photographs of the children’s learning, samples of their work, the children’s comments and videos of them learning are kept on this platform. Some samples of work are kept in their Writing and R.E books.

All this information is used when planning daily with the class teachers and assistants. These observations are also used to inform the weekly planning. These records are confidential, the head teacher and the deputy head are the only other adults to have access. Parents are actively welcome and are encouraged to add to these records, by accessing the Evidence Me App and uploading their observations directly. We very much value parental contribution to these records.

At the end of the Reception year parents will receive a written report informing them about their child's level of development against the 17 Early Learning Goals as emerging or expected.

Parents have the opportunity to discuss these results of all these assessments if they wish.

Parental Engagement and Support

'Good parenting and a high quality early learning together provide the foundation children need to make the most of their abilities as they grow up.' [D.F.E.] July 2020

Your child's education is a partnership between yourself and the school. We welcome all families into our school. In order to be effective we need to build a two way communication system so there is a flow of information between parents and practitioners.

Whenever possible an appointment will be made for you to visit the school with your child. We use this time to meet your child and to find out some basic information that will help us settle your child into school. It is also a time when we can answer any of your questions. A key person will be assigned to your child on entry to school. Mrs Petrou will be the Nursery key person and Mrs Mangion will be the reception key person. This adult will support the child to become familiar with the setting and to feel safe and confident within it. They will also talk to parents to make sure that the needs of the child is being met and that the child's records are shared with the parents.

Staff are available at the beginning of the morning session to talk with parents every day, from 8.45-9.00 and after school at 3.30pm. Please use this time to discuss and share anything concerning your child and his/her needs with the teachers and assistants. Alternatively, you can make an appointment to meet and talk with Mrs Kinchlea, Early Year's lead or the Head Teacher.

It is important that you inform us of any accidents that your child has had outside of school when they arrive at school in the morning. If we have not been informed of the accident and we notice an injury we will ask you how it occurred.

Workshops are run to help you understand more about learning and teaching in order to support your child's learning at home.

We hold a parents meeting with you twice a year to discuss how well your child has settled and to discuss the progress they are making throughout their time in the Foundation stage. As mentioned above there is also an extra meeting for parents at the end of the summer term if you wish to discuss the results of your child's Foundation Stage Profile.

Whenever we go out on school trips we invite all the parents of the children to come and help us.

We encourage you to add to “Evidence Me” to share any wow moments of your child’s learning that you wish to share with us.

Voluntary help is always appreciated in the Early Years (and throughout the school) from any parents who offer their services. If you have a hobby or gift such as gardening, woodwork, pottery, cooking, photography, painting, dancing, playing an instrument... we would love you to come and share your talents and gifts with us.

Staffing

Teachers

Mrs Kinchlea- EYFS coordinator and SENCo

Mrs Mangion.

Nursery Nurse

Mrs Petrou

Teaching Assistant(s)

Lee Trinnaman

Sharon Dunkley

The School Day

REGISTRATION

The day will begin at 9.00 in the morning. The children can enter the school at 8.45 when the Foundation Stage gates open and your child will be guided to the class entrance where they can hang up their bag and coat, **normally with their parent/carer.**

The doors to the classroom will open at 8.45am all children should arrive by 9.00, or they will be marked late in the register.

HOME TIME

If an adult other than the usual parent/carer is collecting one of the children, please ensure that the Foundation Unit staff have been informed. **Without being previously informed, the adult will not be permitted to take the child until we have contacted the parent/carer for permission. Under no circumstances will a child be allowed to leave with any unauthorised person or a carer aged under 16.**

Hometime is at 3.20pm each day. Children should be collected from the Early Years gate. If a child has not been collected by 3.30pm, they will be taken to the library to wait with other late pick ups – this is supervised by a member of staff. Therefore, if you are late and arrive to school after 3:30pm, please make your way to the main entrance to collect your child as the Early Year gate will be closed. If this is a regular occurrence the school educational social welfare officer may be informed if we feel this constitutes a safeguarding concern. If no parent/carer can be contacted social services will be contacted to collect the child.

LUNCHTIME SUPERVISION

All the children will eat their lunch in the classroom with their classmates. After lunch the children will still have the option of inside or outside play. At lunch time the children are encouraged to use the cutlery correctly and to use good table manners whilst eating their lunch at the dining table. After eating their lunch the children continue learning through their play. School Lunch for the Foundation Stage will be served from 11.30am. Or you may provide a packed lunch if you wish. Only healthy food and a drink of water is permitted.

DAILY ROUTINE

Nursery	
09:00 – 09:30	Doors open for registration. Indoor play.
09:30 – 09:45	Carpet time (an adult lead, focussed learning activity)
09:45 – 10:45	Indoor and outdoor play/focussed learning.
10:50 – 11:00	Children tidy up
11:00 - 11:20	Carpet time (an adult lead, focussed learning activity)
11:20 – 11:30	Toilet and wash hands
11:30 – 12:30	Lunchtime and indoor /outdoor play
12:30 - 12:45	Afternoon registration and carpet time
12:45 – 14:50	Indoor/outdoor play/ focussed learning for all children.
14:50 – 15:00	Children tidy up
15:00 – 15:15	Mat time Songs/music/nursery rhymes
15:15 – 15:20	Home time and collect coats and shoes
15:20 – 15:30	Doors open for adults to collect children.

Reception	
09:00 – 09:30	Registration. Indoor writing and language learning mat
09:30 – 10:45	Indoor and outdoor play/focussed learning.
10:50 – 11:00	Children tidy up the unit
11:00 - 11:20	Phonics
11:20 – 11:30	Toilet and wash hands
11:30 – 12:30	Lunchtime and indoor /outdoor play
12:30 – 13:00	Afternoon registration and learning mat
13:30 – 14:50	Indoor/outdoor play/ focussed learning for all children.
14:50 – 15:00	Children tidy up
15:00 – 15:15	Carpet time (an adult lead, focussed learning activity)
15:15 – 15:20	Home time and collect coats and shoes
15:20 – 15:30	Doors open for adults to collect children.

Uniform

Clothing

The children play outside daily and in cold weather they need warm coats with hats and gloves. In hot weather, the children can wear suntan lotion as young children can burn very easily. If necessary, we will re-apply suntan lotion if it is provided and labelled.

Footwear

Outside activities involve climbing and running. The children are therefore safer in rubber soled shoes – e.g. trainers. The children need a pair of black or white trainers. Please make sure that the indoor trainers have **Velcro fastening and not laces**.

The uniform for the Foundation Unit is as follows –

Early Years Uniform (Nursery & Reception Children)

Boys Winter Early Years Uniform	Girls Winter Early Years Uniform
<ul style="list-style-type: none"> • White polo shirt • Plain navy blue tracksuit (no labels, motifs or branding) • Dark coloured socks • Black / white Velcro trainers • Suitable raincoat • Winter hat, scarf and gloves (children will not be allowed to play in the outside area without a hat in cold weather) • <i>Optional:</i> Wellies & waterproof clothing will not be provided by the school so we advise parents to supply this for outside learning 	<ul style="list-style-type: none"> • White polo shirt • Plain navy blue tracksuit (no labels, motifs or branding) • Dark coloured socks • Black / white Velcro trainers • Suitable raincoat • Winter hat, scarf and gloves (children will not be allowed to play in the outside area without a hat in cold weather) • <i>Optional:</i> Wellies & waterproof clothing will not be provided by the school so we advise parents to supply this for outside learning

Boys Summer Early Years Uniform	Girls Summer Early Years Uniform
<ul style="list-style-type: none"> • White polo shirt • Grey shorts • Navy blue sweatshirt • White socks • Black / white Velcro trainers • Lightweight jacket • Sun hat (children will not be allowed to play in the outside area without a hat in hot weather) • Sun cream (minimum SPF 30), clearly labelled with child's name 	<ul style="list-style-type: none"> • Navy blue checked summer dress or • White polo shirt • Navy shorts • Navy blue sweatshirt • White socks • Black / white Velcro trainers • Lightweight jacket • Sun hat (children will not be allowed to play in the outside area without a hat in hot weather) • Sun cream (minimum SPF 30), clearly labelled with child's name

We encourage children to put on and do up their own clothes. They are always encouraged to try and do up buttons/zips before help is given, otherwise they will not learn these essential skills. Please encourage children to dress themselves at home.

Optional wear

A pair of Wellingtons

Waterproof jacket and trousers.

The children have access to indoor and outdoor play in all weathers. It would be fantastic if you could also provide your child with a waterproof jacket and trousers, so that they can play in the rain /snow without getting wet. They have great fun jumping and riding their bikes in the puddles.

Other Personal Belongings

We are a healthy eating school.

Sweets, crisps and chocolate must not be brought to school, even at home time, or included in a packed lunch. A snack may be brought into school if your child is staying for after school club again this must not contain sweets or crisps.

Toys should be left at home as when in school they can be lost, broken or argued over. No jewellery should not be worn except for stud earrings.

Settling Your Child into Nursery and Reception

Parents need to stay in the school whilst your child is settling. The key person will discuss with you how your child is settling and when you can leave the Unit. Some children take longer than others to settle into a new environment. It depends on a great many factors; so do not blame yourself, or your child. Give your child time to adjust. Be patient while he/she learns to cope. This may be days, or even weeks. Please do not ever 'slip away' when your child is not looking. We do not want to break their confidence in you.

Your child needs to feel happy and comfortable, to be able to listen to adults and follow basic instructions to be able to stay a full day. At the same time they also need to feel happy and comfortable with the person collecting them for us to let them leave.

TIPS FOR HELPING YOUR CHILD SETTLE

- **If your child is not used to playing with other children, visit places where they can, such as playgroups, one o' clock clubs or parent and toddler groups.**
- **In school as we have so many children they are encouraged to sit on the carpets with their legs crossed – try to practise this at home.**
- **At mat times if a child wants to share their thoughts with the class they are encouraged to put their thumb up at chest level touching their chest, we do not put hands up in St Anne's and Guardian Angels. Then the adult will ask the child to share their thoughts with the class. So if you are playing schools can this be part of your games?**
- **In St Anne's and Guardian Angels School, the adults do not to shout at the children. In order to gain the attention of the children they silently raise their right hand. When a child or adult sees this, they stop what they are doing and silently raise their hands too. Once the whole area is silent then the adult will speak to the children. We call this the "zero noise signal" – you can practise this at home too.**
- **We are very consistent in the application of our behaviour policy. In school, we always follow through with our consequences. It is really helpful if the children are used to this. We talk about choices and that sometimes children make right and wrong choices. We explain that we love the child but we do not like the wrong choice that they made.**

DAY ONE

Please arrive at the Main School Reception for 9.30am. We will need to check that we have **contact phone numbers**, GP address and phone number, for registering your child.

Stage 1

A member of staff will meet you at Reception and invite you and your child to come in and play in the Nursery or Reception areas. The parent /carer will need to remain with the child until he/she settles into an activity with confidence and without needing your assistance.

We then ask child's permission for you to leave the area. The parent/carers should wait nearby the school in case we need you. Please do not leave the local area unless you have agreed to do so with your child's key person.

Stage 2

Please arrive at the EYFS gate between 08.50 and 09.00 and settle your child at an activity, with the support of your child's key person. Tell your child that you are leaving the school. The parent/carers should then wait in the local area once more. Please do not leave the local area unless you have agreed to do so with your child's key person.

Stage 3

Arrive in school, settle your child at an activity. If your child has been fine the previous day, he/she will be asked to stay for lunch. Explain to your child that you are leaving and will return to collect them at the end of the day or session.

Stage 4

Arrive at school, settle child at an activity and explain you are leaving and will return to collect them at 14.00pm.

Stage 5

Please arrive at the school, settle your child at an activity and explain you are leaving and will return at the end of the school day at 15.30pm.

The time your child spends at each of these stages will depend on them. Please do not put any undue pressure on us or on your child. It is very important that they feel safe, secure and happy and that they are able to follow our instructions. We can find you plenty of jobs while you are waiting.

Behaviour

We expect children at St Anne's and Guardian Angels School to behave in a sociable way, to treat both their peers and adults with respect. The children have to learn to share, play together and understand they are part of a group.

There are three School rules:

1. To be ready
2. To be respectful
3. To be safe

We encourage children to behave well through praise.

If the children misbehave or make unwise choices, they are sometimes removed from the activity or, if necessary, given 'thinking time' by sitting on a thinking chair. This will be accompanied by a talk with an adult about the unwise choice they have made. If they make three bad choices in a day then they will need to fill out a "think it through sheet" and may be moved to sit on the thinking chair with our buddy class in Reception or Year 1. Any serious misbehaviour will come to the head's attention immediately and the parent/carer will be informed.

The school behaviour policy can be found on the school website:

<https://www.stannesgaprimary.com/policies/>

Equal Opportunities

The staff is committed to equal opportunities for all children of all cultures and for boys and girls. We believe that boys and girls have an equal right to all areas of the curriculum and must be actively encouraged to use all areas – e.g. girls' mathematical ability may be impaired if they are not encouraged to use construction toys; boys need to use role play area to develop their language skills as well as well as fostering caring attitudes.

Please see the website: <https://www.stannesgaprimary.com/policies/> to view our Equality Policy Accessibility Plan

Special Educational Needs

St. Anne's and Guardian Angels welcomes all children positively in the school.

If your child has special educational needs, then please let us know as soon as possible, so that preparations can be made for your child.

If you as a parent or a member of the Foundation Staff are concerned about any aspect of your child's progress in school, there will be opportunities to discuss this. If after discussion it is decided that your child has special educational needs, his/her name will be added to the SEN register- this is known as stage one.

The teacher will plan a programme of help for your child alongside the SENCO [Special Educational Needs Co-ordinator] Mrs Kinchlea/ Mrs Howick and their progress will be monitored and reviewed at regular intervals. You will be asked your views and kept informed. If the difficulty continues the Foundation Staff will direct you to the SENCO who will contact you and then draw up an IEP [Individual Education Plan] for your child in co-operation with the class teacher and yourself. Further information may be gathered from the school's SEN policy on the school website.

<https://www.stannesgaprimary.com/send/>

How you can help your child at home

Talking and Listening

This is one of the most important things to do with your child in order to encourage them to talk, question and listen. Spend time EVERY day talking with your child with the television switched off. Always answer their questions. Talk to them and explain about everyday things. Ask them open-ended questions that requires them to think of an answer rather than just yes or no answers. Such as what happens when...? Why? Who...? What.....?

Reading

It is very valuable to read with your child daily. Fifteen minutes per day is better than one hour a week. Encourage your child to look at the pictures and tell you what they can see. Ask them to guess what may happen next in a story. The children may choose a book once a week to take home from the school library. Parent/carers of Reception aged children will be offered a phonics workshop in order to inform and explain how we teach phonics and reading in the Foundation Stage. **Please read the phonically decodable sent home with your child every night.**

Name Recognition and Writing

Your child should learn to write their name with only a capital letter at the beginning. Please only tell them the letters sound and not their name i.e. b- bu and not bee, a - ah and not ay

Maths Skills

Play counting games, encourage your child to count aloud to twenty or higher, see if they can recognise numbers that are important to them such as their age or house number, look at basic shapes, primary colours at home and when outside – e.g. let's count the blue cars. See if they can help you solve some simple problems such as how many knives do we need on the table for the family at dinner time.

Cooking

Let your child help with cooking as this helps maths and science. Making bread dough is one of the best ways of making their fingers strong which helps with their writing skills.

Medical Needs & First Aid

If your child has a medical need or there is a change in the status of your child's medical need you must inform the school as soon as possible.

All staff within the school have completed basic First Aid training and we have a large number of staff who are certified First Aiders (including Paediatric First Aid certified). If your child receives First Aid whilst at school, they will be given a medical slip to inform you of this. This will be placed in the child's bag so please check their bags regularly.

If a child receives a bump to the head whilst at school we will administer first aid, complete a medical slip and call you to inform you of the incident. Children will be monitored throughout the day and if there is a change in their wellbeing we may ask you to come and collect your child so that you can monitor them more closely from home.

A copy of the school's medical policy is available on the school website.

Medication in School

At the beginning of each academic year, any medical conditions are shared with staff and a list of these children and their conditions is kept in the Teacher's files/Inclusion folder/First Aid Medicine Record files and on the School Management System. Children with medical conditions have to have a care plan provided by the school nurse, signed by parents/guardians. These need to be checked and reviewed annually. Medications kept in the school for children with medical needs are stored in the medical room. Each child's medication is in a clearly labelled container with their care plan. For further information on pupils with medical conditions in school please see the 'Supporting Children with Medical Conditions' policy. All medicines in school are administered following the agreement of a care plan.

We encourage parents to administer medicine at home. However, medication may be administered in school if it is required to be taken four times a day and only medication clearly labelled with the child's name, address and required dosage can be administered in school.

Medications such as the short term use of antibiotics or painkillers can be administered only if the parent/carer fills out the 'Parental consent for administering medicine' form on the day the request is made. The form can be obtained from the school office. There are also hard copies in the medical room. Parents need to give the completed form to the school office together with the medication. A completed copy of the 'Parental consent form for administering medicine' form must be kept in the Administering Medicine folder. Medications that need to be kept in the fridge are stored in the medical room. Children must always be aware of where their medicine is kept. If a child refuses to take a medicine, staff will not force them to do so. Instead they will note this in the records and inform parents/carers or follow agreed procedures on the Care Plan.

Asthma Pumps & Epi Pens

All staff have received training on how to spot asthma attacks and allergic reactions, with a number of staff having completed enhanced asthma and allergy training.

All children who have an allergy or asthma diagnosis should have a care plan, a copy of which is kept in their classroom. If you think your child's care plan needs updating or you have noticed a change in your child's needs, please contact your GP to make an appointment and inform the school.

Epi Pens and asthma pumps with adequate spacers must be provided by parents and should be kept in the classroom, clearly labelled with the child's name. First Aiders will check that these are in date and correct working order each half term. If we ask you to provide a new asthma pump or epi pen please do so as a matter of urgency.

We have emergency inhalers and Epi Pens on site. This is a precautionary measure and we will use the school's emergency equipment only in the **unlikely event** their regular inhaler or Epi Pen fails to work or is missing. **You still need to provide your child with their own inhaler as prescribed.** Unless we are informed otherwise we will assume permission is given to use these in the rare case an emergency should arise.

Personal Care & Hygiene

Personal care and hygiene is important for the good health and wellbeing of our whole school community. Most classrooms have a sink inside and those that do not have one within very close proximity. We encourage good hand hygiene and ensure children wash their hands upon entry to class, before and after play and lunchtimes, after sneezing/coughing etc.

The school is fitted with hand sanitisers in classrooms and corridors to help support good hand hygiene where hand washing is not possible.

Personal care and hygiene is taught throughout the curriculum and specifically within Science and RSE/Circle Time lessons. We ask parents to support their children, regardless of age, to develop good personal hygiene habits at home (teeth brushing, washing, wearing of deodorant as needed etc.)

Girls' toilets are fitted with sanitary disposal bins. We ask parents to supply sanitary products as needed, however sanitary towels are kept in school for any pupils that may need them.

Safeguarding & Child Protection

The school's full Safeguarding and Child Protection Policy is published on the school website. The safety and wellbeing of all of our pupils and staff is of paramount importance to us. We require all adults, employees and voluntary workers to complete DBS checks prior to their employment in the school. All adults in the school receive regular training in Child Protection issues and they all share responsibility in keeping the children safe. All visitors in the school report to the school office where they will be signed in and given a visitor's badge.

The school has five registered Safeguarding Leads: Louise Nottage (Lead), Victoria Laxton (Deputy), Jo Kinchlea (Deputy), Angela Howick (Deputy) and Theresa Martinez (Deputy).

Contributions

Throughout the year, we may also ask you to make a voluntary contribution to a cooking/activity fund.

Updated July 2024