



# Positive Contribution

Last revised: September 2023

*The following policy is agreed with and undertaken by all members of staff representing Little Lyndhurst*

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## **Admissions Policy**

Little Lyndhurst accepts children from the term in which they reach the age of 3 years or rising 3. It is comprised of a Nursery and Pre-reception class.

The younger children are encouraged to attend at least 3 sessions per week initially and increase their sessions to 4 or 5 per week in the second term.

The Reception children have the option of a morning session only on Wednesdays in their initial term.

Availability of increased session times depends upon the setting's ability to observe adult/child ratios. Ratios of 1/8 are observed in the Nursery and Pre-Reception room whilst the current Reception is limited to 17 children.

All children may attend whole days should the parents require them to do so.

We offer flexible session times of equal duration. The sessions are split into morning sessions 8.00 until 1.00; afternoon 1.00 until 5.00 in Nursery and Pre-Reception.

The Reception class day begins at 8.25 am and finishes at 3.30 pm. From 3.30 pm until 4.00 pm, there is quiet time and an opportunity for the children to eat a snack provided by the parents. Enrichment time, during which the children engage in different activities, is from 4.00 pm to 4.55 pm. Childcare is offered for Reception children from 8 am to 8.25 am.

Childcare is also offered from 5.00 p.m. until 6.00 p.m. should this be required for the Early Years children. Late snack is from 5.10 pm until 5.30 pm.

Parents are advised of fees by the school Bursar who deals with all financial aspects of the



setting. In the event of sickness no alternative sessions are offered and no refund of fees is made however, ratios permitting, we endeavour to accommodate needs for alternative sessions.

In the event of non-attendance, we request that the parents inform the Office or the Head/deputy head of Early Years on the same day. Should no such information be available the parents will be contacted in order to confirm the reasons for absence.

Parental permission is obtained via Hub mail and verbal/written requests prior to any planned outing.

The setting is advertised online through Nursery websites, the school website and via information posted on the outside of the premises and through social media.

Written information takes the form of a school prospectus, handbook and leaflets.

The waiting list is managed on a "first come" basis although special regard is given to children whose siblings attend our main school or who have had family who were past pupils. In addition, regard is given to those families expressing a wish to continue their child's education in our main school.

Parents are made aware of collection details, medication details and procedures in the event of accidents prior to starting in Little Lyndhurst. They are also required to indicate a password to be used if and when persons other than those noted might collect their child.

Our policies are available on the school website. Our complaints procedure is displayed in the reception area and in our Early Years policies.

We are an inclusive setting and we welcome all parents and carers into the setting.

Parents with children for whom English is their Additional Language are consulted on the level of English their child understands and are asked to supply support words if necessary. Any special needs are also discussed during initial visits.

We remain as flexible as our ratios allow in the provision of sessions and try to accommodate all requests as best we can.

#### Registration documents

Registration documents list the names, addresses and telephone numbers of the parents/carers plus at least one emergency contact number in addition to the name and date of birth of the child.

Parents are made aware of our procedure for observing and collecting evidence of their child's learning and development and are asked to sign to give permission for photographs to be taken and used as evidence in the child's Learning Journey. They are also asked to sign to agree not to publish any photographs from Tapestry that include children other than their own on social media.

Parents are made aware of the fact that Specialist/ external agencies are consulted when necessary and, if their child also attends another setting, permission is obtained to exchange information with this setting.



When the child's place within the setting has been confirmed and registration documentation is completed by the parents, a Key Person will be assigned to support the child through his/her settling in period. Please see the Key Person Policy for details of their role.

Information about the child should be completed with the parent at one of the child's settling in visits, prior to their commencement. All documentation must be fully completed and discussed with the child's Key Person or the Head of Early Years to confirm that the paperwork is completed carefully and without omission. Signatures must be present in all the places indicated.

The registration documents need to state clearly any medical information, learning concerns or food reactions/allergies.

All children with a medical condition or food reaction / allergy should complete a further Individual Health Care plan and a relevant risk assessment must be completed and held on file.

We operate an open-door policy whereby staff are able to greet and speak to parents/carers on entry to discuss any concerns/issues that they may have. Should this discussion need more attention, a mutually convenient time and meeting will be offered to the parent/carer to investigate/ further discuss the concern/issue.

An Information evening is conducted when the children enter the Reception class. All relevant items of information are discussed and handbooks containing useful information are distributed or sent by email prior to the Information evening.

### **Key Person Policy**

When the child enters the setting they will be assigned a Key Person who will be introduced to the parents. The child's Key Person will be there to support and monitor the child and to offer advice, support and guidance to the parents. The Key Person will form a reciprocal commitment with the family.

Role of the Key Person:

- To help the child during their initial sessions and to reassure both parents and child that all is well.
- To form a mutual trust and caring relationship with the child and their parent/s inviting discussion and exchange of information.
- To monitor and assess the child's progress and to evidence this within their Learning Journeys.
- To monitor the needs of the child and respond sensitively to their feelings, ideas and behaviour.
- To share observations, information with the Head of Early Years
- To write reports on their key children

New staff are encouraged to "Buddy up" with existing staff members in order to develop their role as a Key Person. They are assigned a limited number of children whilst they gain the experience and confidence required.



The role of the Key Person is explained to the parents during their initial visit and is highlighted subsequently during Parents' evenings and Information evenings.

Staff are assigned children as Key children with whom they will have the greatest contact time. In this way it is ensured that the Key Person attends the same sessions as their children.

As we are a small, intimate and friendly setting, all the children are equally familiar with all the staff. This is useful during sickness and training days involving the children's Key Persons as well as ensuring a smooth transition into Reception.

All members of staff collect evidence to support every child regardless of whether that child is a member of their Key group thus ensuring no items of interest are missed.

Supervision, appraisal and staff meetings offer opportunities for Key Persons to discuss and resolve any concerns. Staff meetings provide platforms for exchanging concerns and offering solutions. These also provide an opportunity for staff members to exchange information, items of interest/concern which they encounter during training and to "cascade" the suggestions and new directives which the training promoted.

Parents are informed in writing of their child's Key Person and are introduced during the child's initial session.

The Key Person will answer any questions which the parent might have regarding their role and responsibilities.

Parents may ask to change their child's Key Person should they have valid reasons for their request. The Head of Early Years is available to discuss such matters.

Each Key Person is responsible for establishing the planning for their children based on their interests and needs, update Learning Journeys and communicate any areas of additional need which they feel a child may require.

### **Physical Environment Policy**

At Little Lyndhurst we are committed to providing a welcoming and caring environment that ensures the children's safety and wellbeing, together with supporting them in their development and learning. We understand that children are active learners and that their mental and physical development is equally important.

We believe that the organisation and layout of the environment should enable children to be active and involved in social and individual play activities and experiences.

Little Lyndhurst Ethos:

- We are committed to providing a welcoming and friendly environment for all children and their parents.
- We provide a safe, secure and supportive environment for the children's care, health and wellbeing.
- We provide a safe, secure and fun learning environment both indoors and outdoors, planned and resourced with age-appropriate toys and activities to support the children's own personal learning and development.
- All children, including those with disabilities, can access the building and garden with ease.



- We provide a stimulating space for the children, including those with special needs and disabilities, to move freely and safely within the setting and garden.
- All staff are passionate about our setting and provide a high level of care and learning for our children. We encourage our staff to attend all the latest and relevant training courses and to extend their qualifications to support their role and to keep current with requirements of the Early Years Foundation Stage.
- We believe that outdoor play is very important for our children's development; this enables us to support the children's natural motivation and holistic development as well as promoting an active and healthy lifestyle.
- Our learning environments support the development of a healthy and active way of life.
- To provide opportunities for physical activities giving freedom and movement.
- To encourage a sense of confidence and wellbeing.
- To support the development of harmonious relationships with others, learning how to negotiate and cooperate within their play.
- To support children who best learn in different environments through activity or movement.
- To provide safe opportunities for children to experience and set new challenges for themselves whilst in a supervised environment and allowing for considered risk.
- To promote critical thinking, problem solving, imagination, investigation and creative skills.
- To support the children's outdoor play, enabling contact with the natural world and providing them with the opportunity to explore and experience weather and seasonal changes.

## **Setting Facilities**

### **Premises**

The setting provides rest areas appropriate to the child's needs together with an allocated staff room for staff needs and breaks.

All areas of the building are kept clean, tidy and well maintained.

Comprehensive CCTV systems are in place affording security and supervision to all outside areas. Parents and visitors are made aware of these.

The premises have a working telephone for contact with outside assistance should this be needed. Outside calls may also be answered. Parents access the setting via the school's number and are then transferred internally.

The necessary registration paperwork is held at the school's Main office thus enabling contact with parents at any time. Contact details are also available on our MIS.

The setting is well lit internally and externally and has natural light sources available.

The setting is kept at a comfortable temperature throughout the year via central heating or the opening of windows and external doors.



The lower floor of the setting is solely used for the school's use during the year, solely occupied by the children and staff.

Toys and equipment are stored in a safe and organised manner. All chemicals are kept in a locked cupboard.

Should we need an area of privacy for parents, staff or other agencies to hold confidential meetings or conversations we access either the Headmaster's office, the Deputy Head's office or the nest within the main school building. Child development meetings are also held within the setting under confidential conditions where necessary.

Spillages of sand, soil, water or other materials are swept up regularly and disposed of appropriately.

The rooms have defined areas of learning to support the seven areas of learning within the Early Years Foundation Stage.

The setting has a variety of low-level storage units and shelving encouraging the children to access equipment and materials independently.

The children are encouraged to look after their environment by taking care of the toys and resources, helping to put toys away before getting another out, to share the toys and make sure all parts/pieces are returned to boxes as best they can. Support is given with regard to ICT equipment and how to use this carefully and correctly. All items are stored in a manner to ensure they are easily accessible to the children.

The rooms offer areas for the children's work to be displayed and photographic evidence to support the activities and learning that the children participate in during their sessions.

We provide appropriate and sufficient toilets and washing facilities for the number of children within the setting. In addition, we have a disabled toilet for visitors, children and staff. All facilities are clean, tidy and hygienic at all times.

### Outdoors

The children are given the opportunity to access indoor and outdoor areas, moving between the two as they choose what to do or where to play.

The setting offers well maintained, safe and secure garden areas for both age groups. This is central to our children's play and development.

The outside space is viewed as both a teaching and learning environment as well as a free play and activity area.

The outside design and layout provides the opportunity for the seven areas of learning to be supported through planning and play.

The children are offered a wide range of multi-sensory, continuous play equipment and resources in the outdoor environment affording opportunities to investigate, explore and develop their imagination, creative, physical and emotional skills.

The children are given the opportunity to take risks and set their own challenges, with supervised care.



All children using the outdoors have suitable outdoor clothing. This makes their surroundings more comfortable and enables them to engage in their play.

All staff will act as positive role models to help support the children's learning.

Equal opportunities will be promoted by all staff supporting outdoor play.

Tissue stations are placed in the garden to support the children's hygiene and wet wipes are available.

The children are asked to wash their hands after coming in from outdoor play, after visiting the toilet, before a meal or snack time or any time when they are particularly dirty.

In hot weather the children will have sun cream applied before going out to play. Written parental permission is given for this and parents are asked to supply appropriate sun cream if their child has an allergic reaction to the school's option. Sun hats are also required to be worn. The Pre-Reception and Reception class outdoor space both have a large protective shaded area whilst the natural shading in the Little Lyndhurst garden provides protection from the sun.

### **Equipment Policy**

At Little Lyndhurst we provide the children with an environment that is age appropriate with regard to furniture and equipment. Toys and resources are purchased and used to meet the teaching and learning needs appropriate to the age of the children together with meeting their social, physical, emotional, spiritual and cultural needs and development.

#### **Toys**

All toys meet the appropriate age and safety standards and regulation marks.

All hard toys are regularly cleaned and well maintained. Once broken or incomplete they are disposed of appropriately.

Soft toys and dressing up clothes are washed at the end of each term or when necessary.

The setting has a variety of low-level shelving units, encouraging the children to access equipment and materials independently.

Resources are chosen which promote positive images of all races, cultures, family history and abilities.

Toys are available to provide sensory experiences to help language development and children with additional needs.

Toys are available to offer emotional comfort and support to the less confident children.

All IT equipment is regularly maintained and updated ensuring material is appropriate to the age and abilities of the children.

Old, well used books and toys are disposed of and replaced at the end of each term.



Electrical items are tested by specialist bodies.

### Furniture

The setting is furnished to provide a comfortable and relaxed learning environment which all children can enjoy.

All furniture purchased takes into account the child's age, size, height and physical ability/disability.

All furniture is kept clean and well maintained to meet health and safety standards.

All furniture is kept clear of all emergency exits at all times.

### Other resources

Maintenance tools and equipment are kept away from children and sorted and locked in the maintenance shed.

Room tools e.g. staplers, scissors, drawing pins etc. are stored in cupboards away from the children. When being used by the children they are taught to handle them correctly and safely.

Paper recycle bins are clearly labelled within Little Lyndhurst for the children to use and staff discuss with them the reasons for their use.

## **Equality and Diversity Policy**

At Little Lyndhurst we believe in valuing and celebrating the diversity within our community. We aim to develop good practice and positive attitudes. We believe that all people should have equal opportunities to learn, develop and grow with dignity in a community of mutual respect.

New members of staff receive copies of the Equality and Diversity Policy and this is discussed with them during their induction meeting.

The Equality and Diversity Policy is available to all parents and carers.

Parents and children with English as an Additional Language are offered support and are consulted as to the key words and phrases used in their home language which might provide support, security and initial communication needs for their children.

Every effort is made to obtain suitable specialist equipment, aids or resources when necessary and in consultation with specialist advice.

Reasonable adjustments are made to the premises to cater for anyone with any form of physical disability.

Volunteers, local speakers or personalities who reflect the diversity of the local community are invited to visit the setting.

Parent groups who wish to hold meetings on the premises are offered support and encouragement.

Specialist bodies such as Occupational Therapy, Speech and Language therapists are welcomed and their advice followed.





### Our practice

Our Equality and Diversity Policy applies to every staff member, parent, carer and child. Each person is valued as an individual, with differing social, emotional and cultural backgrounds. Differences are respected and celebrated.

Nobody in our setting is subjected to discrimination, racist comments or gender bias. Cultural or religious diversity is respected.

We hold a discussion with parents before their child starts at the setting to establish their concerns about their child's specific emotional, medical, cultural or religious needs.

We value parents as their children's first educators and staff work closely with parents to share information, experiences, conversation and quality time, thus promoting positive role models for their children.

We cater for cultural, religious and medical differences at all snack and mealtimes.

We celebrate a variety of festivals and special events each year from cultures represented within our community and outside.

Our curriculum planning reflects each child's individual route to learning.

We provide the children with equal opportunities and equal access to the full range of activities available, including visits and trips outside the setting.

We monitor activities on a regular basis to ensure that every child has freedom of choice, time for discovery and support, when it is necessary.

Additional staffing is arranged where extra support is deemed important and necessary to a child's development.

During play we encourage the children to respect and value each other. We discourage them from making hurtful and unkind remarks. Staff ensure that children are helped towards understanding that we respect differences in gender, culture, beliefs, disability or social background. We explain why, talk things through and praise positive behaviour.

We challenge and deal with inappropriate practices and attitudes promptly.

We record any seriously inappropriate racist or sexist comments made by children and staff, including volunteers and students.

### Staff training

We take great care to apply the Equality and Diversity Policy when advertising for, interviewing and appointing staff. We have been trained in safer recruitment to ensure that we employ suitable staff for the Early Years.

We keep staff informed and updated on new legislation, and train them accordingly. We display information on new national initiatives and Early Years Development and Childcare courses.

Staff are offered opportunities to identify and attend training to develop their practice and support them in areas identified during their Appraisal.



We expect all staff to behave in a professional manner, follow the above policy and try to be consistent, sensitive and fair. We expect them to challenge others who make inadvertent racist, sexist or insensitive remarks and to adhere to the school's Code of Conduct which staff are required to read and sign when recruited.

### Equipment

We purchase, organise and monitor equipment, toys, books and resources to reflect diversity in the immediate and wider society. We display positive images of differing races, cultures, religions, social groups, physical abilities and disabilities and gender in and around the setting.

### Transition

The children are familiar with all staff in the Early Years setting and have many opportunities to interact with them especially during outdoor play and mealtimes. This facilitates a smooth transition between Nursery, Pre-Reception and Reception.

The children's Learning Journeys are available through Tapestry and the Head of Early Years, Nursery Lead, Pre-Reception Lead and/or Reception teacher completes a transition meeting with notes detailing information regarding the children's needs and development.

Staff meetings and Supervision periods identify any problems, concerns or areas to be addressed.

The new Key Person is introduced to the parents and is encouraged to discuss any concerns/questions and to form a trusting and reciprocal relationship in order to promote a partnership in the development and progress of the child.

If a child attends two settings a Reflective Practice form is exchanged at the end of each term thus any differences in the child's reaction/ development in each setting can be monitored. Any problems/concerns can be discussed and monitored at each setting and information exchanged.

Teachers and practitioners from other settings and schools are invited to meet the children and to discuss their needs with their Key Person. The parents are given prior notice of such meetings and their permission is obtained to enter into discussions regarding their child.

Transition forms are completed and sent to the children's new schools.

Learning Journeys, records, transition notes accompany the children and discussion between their Reception teacher and Key Person/Head of Early years is arranged.

Reception parents are invited to an Information evening where they will be given all the details they require and given time to ask any questions or raise any concerns which they might have.

### Concerns, compliments and complaints

We aim to provide a high quality, safe, stimulating and consistent environment for all of our children and parents. Our Complaints policy is displayed in the Reception area and is available to all parents.

### Complaints

Complaints may be directed to the Head of Early Years and/or the Headmaster.



Complaints are usually informal in the first instance and are discussed with the Key Person/teacher who will try to resolve the issue. The Head of Early Years is kept informed. Discussion notes are always completed to record the conversation and stored on the MIS.

More serious complaints are asked to be put in writing and are presented to the Head of Early Years/Headmaster who will then acknowledge the complaint in writing the next day.

A meeting will be arranged to discuss the complaint and minutes will be taken, usually by the Bursar. The complainant is always asked whether they have any objection to this and are assured of confidentiality in all matters.

If the complaint concerns the Head of Early Years then the Headmaster will be responsible for its investigation.

Complaints are only shared if they are of a non-sensitive nature and have relevance to improving practice. No names or details are ever revealed.

The Headmaster will log any serious complaints and, if appropriate, will report them to OFSTED. Records of complaints record the following information

- Nature of the complaint
- Initial action taken
- Later action taken
- Person responsible for investigating the complaint
- Timescale
- Review of effectiveness of action taken
- Who receives copy of complaint and written record of outcome
- How to provide parents with name, address and telephone
- number of OFSTED

All paperwork related to a complaint is retained until the next OFSTED inspection.

Parents are informed of the results of the investigation into the complaint within 28 days.

Records are kept for three years.

A copy of our full Complaints procedure is available on the school website.

If the complaint made has any child protection implications the Surrey Safeguarding Children Partnership guidelines should be followed.

### Concerns

Concerns are directed initially to the children's Key Person who will try to resolve and address the concern.

The Key Person will make a written record of the discussion and bring it to the attention of the Head of Early Years. The parents will be informed of this and told they can discuss the concern further should they wish to do so.



Any Safeguarding concerns are detailed on a Concerns form which is then logged securely by the DSL. These concerns are monitored and discussed before any further action is taken.

### Compliments

Sometimes compliments are advertised in our newsletter and on the school's website.

Personal compliments regarding staff members are always conveyed to the staff member concerned and a note is made in Supervision/Appraisal records

A regular Supervision session allows any complaints/compliments to be acknowledged and discussed in detail.

Please see the school's Complaints Policy for further details.

### Sharing Information and Confidentiality

Our staff will not under any circumstance (whilst they are employed or at any time after) disclose to anybody or any company any information they may have acquired about the setting, staff, parents or children or its affairs which they understand to be confidential to Little Lyndhurst and Lyndhurst School.

Any personal records pertaining to the children and/ or their families will be stored in the office in a locked cupboard. Safeguarding records will remain stored securely by the school's DSL.

Parents are requested to sign a form before they are permitted access to Tapestry ensuring they will not publish any information from here on any form of social media.

Any ISP records will be stored within a separate folder for the child concerned. This will also contain relevant information regarding the child's needs and progress. The information will be shared with the parents concerned and their contributions added.

Parents are only permitted access to records and information concerning their own child.

Essential information required- name, address, date of birth, named contact number, allergy details- are held within the Main school office. The files are retained in the office in a locked cabinet.

Staff records and information are kept securely by the school Bursar.

Staff store their mobile phones and any digital devices securely within the office, away from any contact with the children. Staff are aware that they may use their phones only whilst on breaks and in the office or outside the setting's premises.

Staff are also aware that they should not befriend a parent/carer on Facebook/ social network sites and should never offer information regarding the setting and the children. Confidentiality is of the utmost importance and all staff are aware of this signing a disclaimer to that effect prior to their employment.



## **Behaviour Management Policy**

Staff encourage positive behaviour which promotes the children's welfare and development. They encourage respect of others in a secure, challenging, stimulating and positive environment. There are clear boundaries and behavioural expectations which are consistent for every child in their care.

The Head of Early Years is the named Behaviour Manager. Responsibilities include supporting staff and informing them of their responsibilities, accessing expert advice where necessary and sourcing/booking suitable training for staff. The Manager accesses training and refresher training to update and support her role.

Positive reinforcement is encouraged in the form of praise and celebration thus supporting the child's self-esteem and encouraging others to emulate the behaviour.

Children are encouraged to understand why they should share and negotiate and to see the benefits of working together in harmony.

Staff, all volunteers and visitors are expected to set positive examples to the children in their behaviour and attitudes to one another.

Children are given the opportunities to question and understand boundaries during PSED discussions, assembly topics and everyday dialogue.

Any display of bullying, harassment or name calling is challenged and the children involved are encouraged to understand why this is wrong and how it might affect others. How would they feel?

Bullying by a child or any member of staff is not tolerated.

Bullying incidents are monitored and noted and brought to the attention of the parents of the children concerned. An Incident Book records the behaviour. It is also added to the MIS under the child's/children's name to help us to identify any patterns of behaviour that could be bullying.

Bullying is seen to be consistently unacceptable behaviour which is upsetting and detrimental to the physical or emotional wellbeing of the recipient.

The person/persons responsible for the bullying are encouraged to understand the results of their actions and encouraged to think of how they would feel/ react to such behaviour. Parents are involved and informed if persistent.

Bullying among staff members is considered a disciplinary incident and is not tolerated.

Children are encouraged to respect their surroundings and the property of others and are expected to tidy up at the end of a session. They are encouraged to be responsible and respectful.

Children are always expected to apologise for any inappropriate behaviour and to understand the consequence of their actions.

A "thinking time" period is utilised in cases of persistent unacceptable behaviour and staff are always aware of the need to take advantage of the next display of positive behaviour from the child concerned to praise and celebrate that incident in order to reassure the child that they are valued and to understand the positive aspects of behaving acceptably.



Staff are encouraged to attend training to support them in methods of managing behaviour and the benefits and necessities of setting positive examples and being consistent in their approach are discussed at staff meetings and appraisal meetings.

Any record in the Incident book is copied and shared with the parents concerned. They then sign the report as record of their having read it. The second copy is retained in the child's records in order to monitor behaviour and establish whether a pattern is visible.

Staff understand that the following behaviour management strategies are unacceptable.

- No physical intervention unless necessary to prevent personal injury to the child, other children, an adult or serious damage to property. Any necessary physical intervention is recorded and detailed and shared with the parents.
- Never to humiliate, segregate, withhold food or use a naughty chair as this is detrimental to self-esteem.
- Never to use physical punishments or the threat of them.
- No member of staff, under any circumstances, should employ any form of corporal punishment as a means of disciplining any child. This would be regarded as an offence and result in disciplinary proceedings for that staff member.

Physical intervention may be used when necessitated by the above reasons.

If physical intervention is ever necessary this must be recorded and the parents must be informed on the same day.

Incident book information is regarded as confidential and is stored in the office and never shown to other parents.

Biting can be fairly common especially among younger children. Biting is always brought to the attention of the parents and prevention methods are discussed.

In cases of extreme or consistent unacceptable behaviour, the behaviour is monitored and recorded then the parents' permission is sought to access expert help and advice.

Staff are aware of appropriate behaviour for the children with regard to their age and development. This is discussed during staff meetings and Supervision and promoted via training opportunities.

Staff are also aware of factors which may affect children's behaviour (tiredness, hunger, boredom, home situation) and can make allowances and respond appropriately to these.

Staff are aware of the need to be vigilant with regard to any signs of safeguarding issues manifesting themselves in behaviour and that certain behaviour patterns may be a way of communicating emotional as well as the physical needs of the children.

Parents are encouraged to share concerns and inform us of any factors at home which may impact on their child's behaviour.



Staff understand that children need to know and understand what is expected of them and are encouraged to speak clearly and carefully to the children ensuring they have their attention.

Staff also understand that there are occasions when unwanted behaviour, if used to gain attention, should be ignored and that they should focus on praising positive behaviour instead.

Children are rewarded for positive behaviour using a star system which represents a house point in Nursery and Pre-Reception. A child is given a star which is displayed on their chart. This is shared with the parents/carers when the child is collected from the setting. Once the child has filled their chart, they can choose a small reward to take home. The weekly house point winner receives a certificate in the Celebrations assembly on Monday.

In Reception the children receive house points for positive behaviour and good academic work and a Headmaster's plus for outstanding academic work. There is a house point winner at the end of every week who will receive a certificate for this in the Celebrations assembly on Monday. The children in Reception can also earn house points e.g. through gaining a Headmaster's plus. These points are added to the points that other children in their house earn. It provides the children with a sense of teamwork, belonging and pride.