



EYFS Behaviour Management Policy

2018-19

EYFS uses effective behaviour management strategies to promote the welfare and enjoyment of children attending Hollygirt School. Working in partnership with parents, we aim to manage behaviour using clear, consistent and positive strategies.

The EYFS designated member of staff responsible for behaviour management is Mrs Caroline Scott.

Whilst at Hollygirt EYFS we expect children to:

- Use socially acceptable behaviour.
- Comply with the school rules.
- Respect one another, accepting differences of race, gender, ability, age and religion.
- Develop their independence by maintaining self-discipline.
- Choose and participate in a variety of activities.
- Ask for help if needed.
- Enjoy their time at school.

Encouraging Positive Behaviour

Positive behaviour is encouraged by:

- Staff acting as positive role models
- Praising appropriate behaviour
- Informing parents about individual achievements
- Offering a variety of play opportunities to meet the needs of the children

It is inevitable that as children develop and learn, there are times when they need support and guidance to understand that their behaviour is not acceptable. EYFS staff will try to determine the cause or triggers of the inappropriate behaviour to prevent the situation from recurring.

Dealing with Inappropriate Behaviour

- Challenging behaviour will be addressed in a calm, firm and positive manner.
- In the first instance, the child will be temporarily removed from the activity.
- Staff will discuss why the behaviour displayed is deemed inappropriate.
- Staff will give the child an opportunity to explain their behaviour, to help prevent a recurrence.
- Staff will encourage and facilitate mediation between children to try to resolve conflicts through discussion and negotiation.
- If the inappropriate behaviour appears to be as a result of boredom, staff will consult with the child to find activities that more fully engage them.
- Staff will consult with parents to formulate clear strategies for dealing with persistent inappropriate behaviour.
- Corporal punishment or the threat of corporal punishment will never be used.

Physical Intervention

Physical intervention will only be used as a last resort, when staff believe that action is necessary to prevent injury to the child or others, or to prevent significant damage to equipment or property. If a member of staff has to physically restrain a child, the headmistress will be notified and the incident will be logged on PASS. The incident will be discussed with the parent or carer as soon as possible.

All serious incidents will be recorded on 3sys. This may be used to build a pattern of behaviour, which may indicate an unknown underlying cause. If a pattern of incidents indicates possible abuse, we will implement child protection procedures in accordance with our Safeguarding Policy.



EYFS Missing Children Procedure

2018-19

Hollygirt School's EYFS staff are always alert to the possibility that children can go missing during sessions. To minimise the risk of this happening, EYFS staff will carry out periodic head counts, particularly when transporting children between locations (e.g. walking from one building to another).

If a child cannot be located, the following steps will be taken:

- All staff will be informed that the child is missing.
- Staff will conduct a thorough search of the premises and surrounding area.
- After 10 minutes the police will be informed. The EYFS Co-ordinator will then contact the child's parents or carers and inform the Headmistress.
- Staff will continue to search for the child whilst waiting for the police and parents to arrive.
- We will maintain as normal a routine as possible for the rest of the children at the school.
- The EYFS Co-ordinator will liaise with the police and the child's parent or carer.

The incident will be recorded in the Incident Log. A review will be conducted regarding this and any other related incidents along with relevant policies and procedures. We will identify and implement any changes as necessary.

Useful numbers

Local Police: 0115 967 0999

Social Care: 0115 915 5500 (general)
0115 915 9299 (out of hours)



EYFS Mobile Phone and Camera Policy

2018-19

Mobile Phones

Hollygirt EYFS allows staff to bring in personal mobile telephones and devices for their own use. Staff bringing personal devices into Nursery and Reception must ensure there is no inappropriate or illegal content on the device.

All staff must ensure that their mobile phones/devices are left inside their bag throughout contact time with children. Staff bags should be placed either in the Staff Room, the Head of Juniors' Office or hanging up in the Nursery and Reception cloakroom.

Mobile phone calls may only be taken at staff breaks or in staff members' own time. If staff have a personal emergency they are free to use the school's phone or make a personal call from their mobile either outside or in the Staff Room (where no children are present).

If any member of staff has a family emergency or similar and are required to keep their mobile phone to hand, prior permission must be sought from the Head of Juniors.

Staff need to ensure that the school has up to date contact information and that staff make their families, children's schools etc. aware of emergency work telephone numbers. This is the responsibility of the individual staff member.

Cameras

Photographs are taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements. It is an effective form of recording their progression in EYFS. They may also be used on our website and/or by the local press with permission from the parents. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.

Only the designated Nursery and Reception cameras and ipads are to be used to take any photos within school or on outings.

Images taken on this camera must be deemed suitable without putting the children in any compromising positions that could cause embarrassment or distress.

All staff are responsible for the location of the camera and ipads; these should be locked in the cupboard at the end of the day.

Images taken and stored on the camera must be downloaded as soon as possible, ideally once a week.

Images must only be downloaded by EYFS members of staff.

Under no circumstances must cameras of any kind be taken into the washrooms. If photographs need to be taken in a bathroom, i.e. photographs of the children washing their hands, then the EYFS Co-ordinator must be asked first and staff be supervised whilst carrying out this kind of activity. At all times the camera must be placed in a prominent place where it can be seen.

Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed.



EYFS Policy

2018-19

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of Reception year. Children join us after their third birthday in our Nursery class, and at the beginning of the school year in which they are five for our Reception class. Children may also join our Nursery and Reception classes at other times throughout the year.

Aims

To provide an education which will:

Enable children to make an effective transition home/playgroup/nursery to school.

Secure a broad and balanced curriculum which fosters the emotional, social, physical, moral, cultural, spiritual, intellectual and creative development of all children.

Ensure that all children have access to the curriculum and make progress proportionate with their developing abilities, irrespective of their gender, ethnic or social background or special educational needs.

Enable children to learn and develop skills, attitudes and understanding to reach the Early Learning goals.

Ensure a smooth transition for pupils moving from EYFS to Year 1.

Principles

The EYFS is based upon four principles:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

A Unique Child

At Hollygirt School, we recognise that children develop in individual ways, at varying rates. We aim to develop a positive attitude to learning, using praise and encouragement. We aim to support each child in order that he/she becomes a skilful learner and communicator.

We meet the needs of our children through:

- Careful planning which aims to build upon and extend knowledge, experience and interests and develop their self-esteem and confidence.
- Providing a safe and supportive learning environment in which the contribution of all children is valued
- Carefully monitoring children's progress and taking action to provide support as necessary.

Positive Relationships

At Hollygirt School, we aim to develop caring, respectful, professional relationships with children and their families. Positive relationships and good behaviour and self-discipline are essential in any community and at Hollygirt we have high expectations of the Nursery and Reception class in these areas.

We aim to:

- Recognise socially acceptable behaviour
- Promote positive self-image and self-esteem by the encouragement of respect for self, others, property and environment.

- Encourage children to take increasing responsibility for and accept the consequences of their words and actions.

We celebrate success through stickers and Star of the Week assembly. We recognise that children's attitudes to learning are influenced greatly by positive feedback from others.

Enabling Environments

At Hollygirt School, we recognise that the environment plays a key role in supporting and extending the children's development. We aim to offer stimulating environments offering experiences and activities that are challenging but achievable, enabling children to have the confidence to explore and learn in a safe and secure space.

At Hollygirt School, we provide a stimulating and safe environment both indoors and outdoors. Classrooms are set up into learning areas where the children are able to find and locate equipment and resources independently. The children also have free access to the outdoor area which is set up on a daily basis.

Indoor

Classroom:

- Class book boxes
- Expressive Arts and Design area
- Two carpet areas
- Role play area
- Writing area
- Maths area
- Understanding the World area
- Quiet area
- Areas for sand and water
- Cloakroom and low level toilets

We aim to ensure the indoor environment is:

- Bright and attractive
- Suitable for quiet learning, focussed individual or paired /group learning, relaxation, investigation, creativity and construction.
- Organised to encourage children to take pride in and responsibility for their environment and to develop independence in the selection, care and return of resources and equipment.

Outdoor

- EYFS outdoor area, accessed from the EYFS unit
- Water and sand trays
- Adventure play area(whole school playground)
- Outdoor classroom, incorporating the mud kitchen, sand pit and minibeast habitat
- Wheeled toys(bikes, trikes and prams and scooters), small and large play equipment(whole school playground)
- Seating areas

We aim to ensure the outdoor environment:

- Offers opportunities for fresh air and exercise in a secure environment.
- Promotes physical development, health and general well being
- Provides shaded areas
- Has a variety of features, different surfaces, texture and levels.
- Offers a range of opportunities and challenges for independent and supervised exploration and experiences in all areas of learning.

Learning and Development

At Hollygirt School, the Nursery and Reception classes work as an Early Years unit. The Early Years Foundation Stage curriculum is delivered through seven areas of learning. The Nursery and Reception class follows the Early Years Foundation Stage (EYFS) framework which covers the following areas of learning:

Areas of Learning

The EYFS is made up of seven areas of learning and development. Children should mostly develop the 3 prime areas first. These are;

- Communication and Language
- Physical development
- Personal, social and emotional development

As children grow, the prime areas will help them to develop skills in 4 specific areas. These are;

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

These 7 areas are used to plan pupils learning and activities. We encourage the children to develop good characteristics of effective learning, by playing and exploring, being active and through creative and critical thinking that takes place both indoors and outdoors.

1) **Prime Areas**

Communication and Language including:

Listening and attention
Understanding
Speaking

Physical Development including:

Moving and handling
Health and self-care

Personal, Social and Emotional Development including:

Self-confidence and self-awareness
Managing feelings and behavior

2) **Specific Areas**

Literacy including:

Reading and writing

Mathematics including:

Numbers
Shape, space and measures

Understanding the World including:

People and communities
The world
Technology

Expressive Arts and Design including:

Exploring and using media and materials
being imaginative

Communication and language

The most important aspect of this area is the development of effective speaking and listening skills. There are many opportunities for role-play, question times and the sharing of ideas. Themed activities encourage the extension of vocabulary and develop interest in stories and comprehension. Hollygirt offers the Nursery and Reception children the opportunity to take part in Speech and Drama lessons.

Physical development

Children develop their gross and fine motor skills of co-ordination, control, manipulation and movement. Hollygirt children are encouraged to understand the importance of being healthy and active, to recognise ways to do this and apply them to their life in general. The children in Nursery and Reception have a PE session twice a week with a PE specialist.

Personal, Social, Emotional Development

Children are encouraged to develop self-confidence, self-esteem, independence and friendships. They learn that they should respect and care for each other, other people, their belongings and environments in which they play, learn and live. Nursery and Reception children take part in the SEAL programme through assembly times.

Literacy

As children develop speaking and listening skills they build the foundations for literacy, for making sense of visual and verbal signs and ultimately for reading and writing. Children are given lots of opportunities to interact with others as they develop these skills. They are able to use a wide variety of resources for expressing their understanding, including mark-making, drawing, modelling, reading and writing. Nursery and Reception follow "letters and sounds" programme for teaching Synthetic phonics.

Mathematics

Children's mathematical development occurs as they seek patterns, make connections and recognise relationships through finding out about and working with numbers and counting, with sorting and matching and with shapes space and measures. Children are encouraged to use their knowledge and skills in these areas to solve problems, generate new questions and make connections across other areas of learning and development.

Understanding the World

Children find out about the world in which they live through exploration, and a variety of sources including their families, the media, and through what they see and hear. Nursery and Reception children have use of an interactive whiteboard and use the ICT suite on a regular basis. The children are also encouraged to bring in objects from home to enhance their learning in this area. Children's parents are also invited in to talk to the children if they have any relevant skills which they can share. Nursery and Reception children are also encouraged to use the class camera to take their own photographs for use in their topic books and learning journeys.

Expressive Arts and Design

This involves the children exploring and using media and materials and being imaginative. Creativity is all about taking risks and making connections and is strongly linked to play. Creativity involves children initiating their own learning and making choices. Being creative enables children to explore many processes, media and materials and to make new things as a result. It also enables children to express themselves and communicate their ideas, thought and feelings through role play, movement, dance, designing and making, music and song.

All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals that define the expectations for most children to reach by the end of EYFS.

Observation, Assessment and Planning

Teaching staff plan together, following the same theme each half term. Staff observe the children and assess their interests, development and learning before planning the next steps for the children offering challenging but achievable activities and experiences.

Teachers planning includes:

- Being led by the children's interests
- Medium term Plans based on half termly themes
- Short term plans: including teacher led activities and child initiated.

All staff working in the EYFS make regular assessments of the children's learning. All observations and assessments of the children are recorded in the children's individual profiles/learning journey and on the ipads using 2simple Profile software.

At the end of the Summer term a meeting is offered to discuss the EYFS Profiles. This assessment is carried out by the Reception teacher and is based on what they and other staff have observed over a period of time. All the information collected is used to judge how well each child is doing in the 7 areas of learning and development. At the end of the Summer Term, we provide a written summary to parents, reporting their progress including information from the EYFS profile.

An initial assessment is made during the first few weeks of the children entering school. Children and their parents are asked to complete questionnaires to enable the staff to learn as much as possible about their new children. After a settling in period the Reception children complete a "Baseline" assessment. At the end of the academic year the children will revisit these assessments to show developmental progress.

Records are kept on progress in phonics, maths and reading. Parent's comments in questionnaires, reading records etc are all added to support the child's record of learning achievements.

The Reception teacher takes part in the City Councils moderation visit which validates teacher assessments in the EYFS profiles.

Teaching and Learning Style

Effective teaching in EYFS at Hollygirt School ensures:

- The children follow a carefully planned curriculum that helps them work towards the Early Learning Goals.
- There is provision for children to take part in activities that build on and extend their interests.
- The children are encouraged to communicate and talk about their learning, and to develop independence and self-management.
- Careful assessments of the children's learning and the planning for the children's next steps.

Play

Children explore and develop learning experiences through play. We aim to provide structured play experiences in order for our children to:

- Begin to make sense of the world
- Learn how to control themselves
- Understand the need for rules
- Have the opportunity to think creatively
- Communicate with others and develop their independence
- Investigate and solve problems
- Work alongside other children as well as on their own

Inclusion

All children at Hollygirt School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. We give our children every opportunity to achieve their best. We set realistic and challenging expectations that meet the needs of our children. Through careful monitoring and assessments we plan the needs of our children, children with special educational needs, children who are gifted and talented, children with disabilities and children from all social and cultural backgrounds. Less able children require activities at a level at which they can achieve success in order to develop and maintain their confidence and self-esteem. A wide range of activities ensure consolidation of skills and understanding before moving on to new challenges.

More able children should experience a broad curriculum embracing the challenge of solving problems and investigative activities which extend and deepen their knowledge and understanding in order to motivate and extend them at all times.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played and their future role in educating the children. We do this through:

- Meeting with parents before their child starts school.
- Children have the opportunity to visit their new classroom and meet their new teacher prior to starting school at a Flying Up Day.
- Offering home visits to all Nursery and Reception child prior to starting school in September
- Offering parents opportunities to talk about their child's progress and allowing free access to their profiles.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Special assemblies, performances, garden party and Sports Day etc.

During the Autumn term parents are invited to an EYFS briefing where the daily routines, curriculum, after school activities and other EYFS issues are explained.

Parents are given timetables and curriculum information. In addition parents are asked to complete observations of their child in their home environment. This is added to the child's learning journey.

Parents are asked to support the development of reading on a daily basis and to comment in their child's reading diary.

Reception to Year 1 transition

Throughout the year children from Reception play with the children from the rest of the Junior school. They also share many other experiences which involve interaction with children from year 1 to Year 6. These include Assemblies, Christmas plays, Harvest celebrations etc. In the summer term Reception children spend an afternoon with their new teacher in Year 1. The Reception and Year 1 teachers analyse EYFS data together and discuss pupils' progress and needs.

Collective Worship

The Nursery and Reception class is included in the whole school assembly on Wednesday mornings. This Assembly is led by The Head of The Junior School, The Headmistress, The SEAL co-ordinator or a specific class. On a Friday Nursery and Reception join in with the whole school award ceremony where we award Star of the Week to someone who we feel has done something exceptional during the week. Nursery, Reception and Year 1 and 2 have a class assembly on a Tuesday morning which is led by a member of Staff.

Welfare and Safeguarding

The EYFS is included in the whole school's safeguarding policy.

It is important to us that all children in Hollygirt School are safe. We provide a stimulating environment where children are allowed to take risks but are taught to recognise and avoid hazards. We aim to educate the children on boundaries,

rules and limits. From their first day in school, safety issues and safe practices within all areas of the curriculum are taught and consistently reinforced in order that children are encouraged to:

- Know and respond to the boundaries of the indoor and outdoor play areas and school boundaries
- Move safely and appropriately both in and out of doors
- Have regard for their own safety and that of others
- Use tools and equipment safely
- Be aware of "Stranger Danger"
- Develop caring and empathetic friendships
- Tell an adult immediately, if they feel worried, frightened or in any way bothered by a situation at school or at home

We take necessary steps to safeguard and promote the welfare of children by complying with the specific legal requirements.

We understand that we are required to:

- Promote the welfare of children
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively
- Ensure all adults who look after the children or who have unsupervised access to them have been DBS checked.
- Ensure that furniture and equipment is safe and suitable for purpose.
- Maintain records, policies and procedures required for safe, efficient management of the setting and meet the needs of the children.

We endeavour to meet all these requirements.

Risk Assessments

The Nursery and Reception Class has a long term risk assessment highlighting any possible hazards. EYFS staff complete a daily risk assessment to ensure that both the indoor and outdoor environments are safe.



EYFS Risk Assessment Policy

2018-19

We believe that the health and safety of children is of paramount importance. We make our EYFS a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

The basis of this policy is risk assessment. Risk assessment processes follow four steps as follows:

- 1) Identification of possible risk: Where is it? What is it?
- 2) Who is at risk: EYFS staff, children, parents, other staff etc.?
- 3) Assessment as to the severity and the likelihood of it happening and the risk factor.
- 4) Control measures to reduce/eliminate risk: what will you need to do, or ensure others will do, in order to reduce that risk?

Procedures

Our risk assessment process covers adults and children and includes:

- 1) Checking for and noting hazards and risks, on our premises indoors and outside and for activities.
- 2) Assessing the level of the risk and who might be affected.
- 3) Deciding which areas need attention.
- 4) Developing an action plan that specifies the action required, the time scales for action, the person responsible for the action and any funding required.
- 5) The risk assessments are regularly reviewed.
- 6) We maintain daily environment checklists which are checked daily before each day begins.



EYFS Risk Assessment

2018-19

General Risk Analysis

- Be aware of the temperature of tap water
- Keep unused electrical sockets secure with safety covers
- Mop up spilt liquids promptly and cover with newspaper until dry
- Sweep up spilt sand promptly
- Make sure that computer cables do not trail on the floor
- Check all play equipment regularly
- Replace worn handgrips and pedals where possible
- Warn children about the dangers of trapping fingers in doors
- Supervise children outside at all times
- Make sure that the gates are locked
- Warn children about the dangers of running within the classroom
- Discuss the hazards of using role play areas

Outdoor Environment Checklist

Is the outdoor environment safe and secure?
Yes. Electronic key pad on gate to Elm Avenue. Manual key pad on back gate.
Is the learning environment an emotionally safe place for children to be?
Yes
Is the outdoor environment accessed in all weathers?
Yes, apart from extreme weather high winds, ice, heavy rain. Children are encouraged to bring in wet weather clothing to allow for outside activities in wet weather. The children, if appropriately dressed i.e. wellies hats, scarves and gloves, may go out in the fresh snow. They will be told not to throw snowballs at others but will be allowed to throw snowballs at objects and make snow sculptures.
Does the learning environment enable children to continue to develop as independent learners?
Yes, all 7 areas of the EYFS are covered within the indoor and outside areas.
Are learning opportunities maximised by using the space and time available to you creatively?
Yes, free flow from the classroom to the outside area.
Can the children use the outdoor environment for all aspects of their learning?
Yes, outdoor activities planned daily to cover the EYFS curriculum.
Is the outdoor environment easily accessible to the children?
Yes, freely accessible to the children on a daily basis
Is the outdoor environment always supervised?

Yes at least one member of staff has a view of the whole outside area.
Is the learning environment too hot / too cold / too stuffy / too dark?
No. Daily checks made on indoor and outdoor environment.
Do children have easy access to drinks of water?
Children are encouraged to bring in water bottles from home. The children can access these at any time. The children may take them outside if they would like.
Do children have access to healthy snacks outdoors as well as indoors?
Snacks are usually eaten in the indoor environment, however they may take snacks outdoors and are reminded that they must either sit and eat them on the benches or if wet they must stand and eat them. (No playing whilst eating).
Is there adequate space for the children to learn and play?
Yes
Do you offer a range of outdoor activities for each of the seven areas of learning?
Over the course of a week, activities are planned for the outside area to incorporate the 7 areas of learning

Points to Consider

<u>Visibility</u>
How much of the outside area can be seen?
Our self-contained outside area is entirely visible. The adults make sure that the children are always in sight in the outdoor area.
Are there any blind spots?
Behind the door where the children are not allowed to go.
<u>Access Points / Security</u>
How do the children access the outside environment?
The children in Nursery and Reception have free flow to outside area. There is a hook on the door so it can be kept open whilst children are outside. Under <u>no</u> circumstances do EYFS children go beyond our outdoor area unattended. They are reminded of this.
How are the access points made secure?
The gate on Elm Avenue has an electronic keypad and the back gate has a manual key pad entry system. The gate on Villa Road has an electronic keypad. Nursery and Reception access door is opened by an adult when it is time to go outdoors and return back to the classroom. There is a buzzer on the back fire door to alert members of EYFS staff that the door has been opened. Lunches are brought into the Nursery / Reception Class via the back door by an adult who ensures the door is closed as they enter and exit the classroom.
How often are fencing/gates checked by staff?
At the beginning of each day by EYFS staff.
Are the access points used by staff, children, parents or visitors to access other areas of the site?
Yes. One gate leads to the school and playground. Parents are not allowed to use the side gate until 4.30pm when the side gate buzzer is switched on to alert 325 Club staff that someone has come onto school property.
<u>Equipment</u>
Which equipment / resources will always require adult supervision?

All outdoor activities have general adult supervision to ensure that everyone is safe and that children are playing and working appropriately.
Which equipment / resources will require safety checks?
All items are checked daily.
How often and by whom will these checks be made?
At the start of each day by EYFS staff and Early Bird staff.
<u>Pupils</u>
Are there any children who will need particular support and supervision in the outside environment?
No
How many children can have access to the environment?
8 Nursery children 6 Reception children
How will this be controlled so you know who is outside at any given time?
There will be one adult to supervise the outside area. Our numbers do not exceed 24 children on any given day.
<u>Other</u>
How will weather conditions affect surfaces, equipment, activities and access?
The outside area has a wet-pour base, a soft, non-slip rubber flooring. Children will only be allowed free flow to the outside area providing there are no adverse weather conditions that would make it unsafe. Equipment is collected in at the end of the day and kept in the classroom or in the outside storage area.
First Aid – are adults working in EYFS aware of the designated first aider in school?
All EYFS staff have current paediatric first aid certificates.
Is the environment close to public access points or public footpaths?
Yes, Elm Avenue – pedestrian walkway and Villa Road.

General Outdoor Area Risk Assessment

Who could be harmed?
Children.
Existing controls
<ul style="list-style-type: none"> • Outdoor equipment is checked daily to ensure everything is safe and in working order. • Staff are made aware of any common possible hazards e.g. by Caretakers / EYFS staff • All gates are closed at all times
How serious is the risk of injury?
Low
What further action is needed to control the risk?

Continual vigilance by all staff.

Who will be responsible for what action and when/how often will it be taken?

All EYFS staff – ongoing.

How checked and by whom?

All staff, at the beginning of each day and Caretaker.

September 2017



EYFS Uncollected Children Policy

2018-19

EYFS staff at Hollygirt School will ensure that all children are collected by a parent or carer at the end of each session. If a child is not collected at the end of a session, and the parent or carer has *not* notified us that they will be delayed, we will use the following procedures:

Up to 15 Minutes Late

- When the parent or carer arrives they will be reminded that they must call the school to notify us if they are delayed.

Over 15 Minutes Late

- If a parent or carer is more than 15 minutes late in collecting their child, a member of EYFS staff will try to contact them using the contact details on file.
- If there is no response from the parent or carer, messages will be left requesting that they contact the school immediately. The member of staff will then try to contact the emergency contacts listed on the child's Pupil Information Form.
- While waiting to be collected, the child will be supervised by staff from the 325 Club.
- When the parent or carer arrives they will be reminded that they must call the school to notify us if they are delayed, and that 325 Club fees will have to be charged.

Over 30 Minutes Late

- The child will remain in the care of the 325 Club staff, until collected by the parent or carer.
- If the child has not been collected by the end of 325 Club and no contact has been made with parents or carer's the 325 Club Supervisor will inform the social care team for advice.
- If it is not possible for the child to remain at the 325 Club's premises, a note will be left on the door of the 325 Club informing the child's parent or carer where the child has been taken (into the care of a safeguarding agency) and leaving a contact number. A further message will be left on the parent or carer's telephone explaining events.

Managing Persistent Lateness

The EYFS Staff / 325 Club Supervisor will record incidents of late collection and will discuss them with the child's parents or carers.

Useful Contacts

Nottingham City Local Safeguarding Board:	0115 915 9311
Mrs Pam Hutley (Headmistress):	07960 062026
Mrs Victoria Wright (Head of Juniors):	07970 721663