

SYCAMORE HALL PREPARATORY SCHOOL
LIST OF SCHOOL RULES

School rules are aimed to ensure that each day is happy, organised and productive. These are the main rules for pupils to follow:-

1. Pupils should be punctual to registration and lessons. Late marks will be given for pupils arriving after 9.00 a.m. If you arrive late please go to the front door so as not to disrupt lessons.
2. Full school uniform to be worn at all times unless prior notice has been given to the contrary.
3. School regulations regarding appearance apply during school hours and travelling to and from school.
4. School caps and hats must be worn on the journey to and from school and on any occasion where children leave the school premises, such as swimming. Children who do not comply with this rule will be grounded for a day.
5. Long hair to be tied back at all times for girls. Boys hair should be above collar length.
6. No jewellery, other than stud earrings, to be worn in school except in special circumstances.
7. No nail varnish to be worn at school.
8. Chewing gum is forbidden anywhere on the school premises.
9. Trainers for games lessons to be plain white or white and navy.
10. Swimming costumes to be black or navy.
11. Outdoor shoes must not be worn in the classroom.
12. All homework must be completed and handed in on time. Children not complying with this rule without a parental note of explanation will be grounded for one day.
13. Children are not allowed to stay in at playtime without the permission of a teacher.

SYCAMORE HALL PREPARATORY SCHOOL
PERSONAL, SOCIAL AND HEALTH
EDUCATION POLICY/
CITIZENSHIP

At Sycamore Hall we aim to teach our pupils and to guide them in such a way that they will achieve high standards of academic attainment but at the same time we are concerned about their social, emotional and physical development.

Reception/Infants/Upper Infants/Juniors/Seniors

The syllabus covers the following topics at varying levels using text books, worksheets, visual aids, discussion sessions, etc:

Reception/Infants

1. **Health and Safety**

(a) **Hygiene**

Always flush the toilet and wash your hands after every visit.

Cover your mouth when you cough.

Use a hankie to wipe or blow your nose.

Don't use other people's brushes, towels or toothbrushes.

These can spread germs and diseases.

Clean your teeth every day, clean teeth are healthy teeth.

Washing and bathing are important to keep germs away.

(b) **Health**

A healthy diet means a healthy body.

Vitamins and minerals have to be balanced

Drink plenty of water

Eat lots of fruit

Eat at regular intervals, to give your body strength

Clean your teeth every day at least once

Too many sweets are bad for your body and your teeth

Exercise keeps your body healthy

At school - P.E./movement, swimming, playtime

At home - Playing outside/walking/cycling, etc.

(c) **Safety**

Take care when crossing the road, always use a safe place.

A Pelican crossing

A Zebra crossing

A lollipop person

With an adult

Never go with strangers

Be careful with electricity
Never put your fingers in plugs
Never go near electricity with wet hands
Never play near railway lines
Always have an adult with you when using electricity
Use a swimming pool - lifeguards are there to help
Never play near rivers or canals

2. **Emotional and Social Development**

(a) Emotional

If there is a problem, share it with someone.
Don't bottle up feelings, talk about them.
Think about how you would like other people to treat you.
Is it nicer to feel angry or happy
Friendship is a very important part of life
You have to do what you think is right, not what others tell you to do.
Anger and frustration should be controlled, you have to talk about your feelings.

(b) Social

We all have to live together. We have to try to be friends.
If you feel that you are being bullied or threatened, tell an adult.
Don't play roughly, think about others.
Good manners are important - please/thank you/excuse me
In discussion - listen to others don't interrupt.
Feel confident to express your views
Take your turn, you expect others to listen to you.
Be aware of others - school friends/teachers/adults/animals
Always think about the needs of others

3. **Cultural Awareness and Citizenship**

(a) Cultural

We have to be aware of other people's beliefs and way of life.
There are different names in the reading books.
There are different festivals during the year (some calendars have different years)
There are different colours of skin

(b) Citizenship

We are part of a family initially, then part of school, part of a country, part of the world
The children have to feel confident in their environment
They have to feel able to confide any problems or fears to a member of staff.
The school atmosphere should be stimulating.
The children should be aware of others within the peer group and beyond
To consider the needs and feelings of others, both other people and animals.
A general sense of caring should be fostered.

Upper Infants/Juniors

1. **Health and Safety**

(a) Health

How fit are you/Importance of exercise

Leisure activities
Healthy eating
Food types
Digestion
Your body - changing and growing
Personal hygiene
Understanding your body

(b) Safety

First Aid
Taking care with medicines
Playgrounds
Road Safety
At the Swimming Baths
Electricity
Lost in Shop
Fire
Strangers

2. Emotional and Social Development

(a) Feelings and Emotions

Understanding and controlling sadness/anger/jealousy/temper/impatient/worried/lonely
Don't be difficult /not getting what I want/disappointment/anger control
Promoting positive behaviour Kindness/forgiveness/courage/honesty/compassion/

(b) Bullying

What is bullying/different types of bullying
Who to tell
Why be a bully
Promoting positive behaviour
Anti-Bullying Activities

(c) Social Skills

Polite words and greetings
Punctuality
Telephone manners
Saying you're sorry
I'll do it - the importance of responsibility
Respect and kindness to others
Social Occasions - how to behave
Avoiding bossy behaviour
Importance of obeying rules
Learn to care for other people
Learn to become responsible
Develop trust and reliability
Trustworthiness
Telling the truth
Honesty/cheating
Co-operation

Doing our best
Completing Tasks

(d) Self Esteem

Self Awareness
Building confidence
Promoting a sense of well-being
Developing a sense of belonging
Taking pride in our appearance/hygiene
Encourage children to express positive qualities
Have confidence to accept praise
Taking pride of our accomplishments
Assertiveness
Solving problems
Resolving peer pressure
Determination
Perseverance
Self-motivation
Develop skills of organisation
Take responsibility for our behaviour
Team work

(e) Relationships

Friendships/making friends
Being a good friend
Sharing
Respecting others feeling and needs
Reflect on current relationships
Consider future relationships
Accepting others who are different - tall/large/old/disabled, etc.
Question media images and stereotypes
Settling disagreements
Being a good listener/accept other points of view
Including others
Understanding others
Dealing with grief and bereavement
Divorce

3. **Cultural Differences/Citizenship**

(a) Cultural

Social differences in today's world
Religion, class and family lifestyle
Clothes, food of different cultures
Cultural heritage
Accepting physical differences
Respect the views and attitudes of others
Welcoming others
Reducing prejudice
Accepting disability

(b) Citizenship

Social responsibility

Community involvement

People who help us - Police, nurses, fire services

Helping and caring for the elderly

Caring for the Environment

Helping/respecting people with disabilities

Animal welfare - think about needs of animals/learn to care and respect animals

Various charities - Save the Children, R.S.P.C.A

Senior Class

1. Health and Safety

(a) Drugs

Objectives - To make the children aware of the dangers of drug taking.

Formal lessons with work sheets, text books, CD Roms, discussions, etc.

Always resist any approach from strangers offering any kind of drugs for sale.

Never pick up hyperdermic needles from the street.

Never take any substances unless given by Doctor, Nurse or parent.

To recognise the clear distinction between use of drugs for medical purposes and use of drugs for 'recreational' purposes.

Effects of drugs and alcohol on the body.

Role-play showing peer pressure and how to say no

Who can I talk to?

(b) Smoking

Effect of Smoking on your body

Learn to Say No to Smoking

(c) Alcohol

What is Alcohol

Effect of Alcohol on your behaviour

Physical Effects on your body

2. Emotional and Social Development

(a) Relationships Friends

Parents

Others

Trust and Trusting

Loyalty

Responsibility

Acceptance

(b) Sex Education

Lessons will be given to children in the Senior Class only. Any parent may exercise the right to have his or her child opt out of this provision.

Use of television broadcasts and visiting speakers (Nurses) are used.

Areas covered include:

Growing Up

Male and Female Story

Feelings and Relationships

3. Cultural Awareness and Citizenship

(a) The Environment - School/home/country/world

(b) Animal rights

- (c) War and Conflict
 - (d) Discrimination
 - (e) Equal Opportunity
 - (f) Religion
 - (g) Freedom of Speech
 - (h) Human Rights
4. Taking Action -
- (a) Help the Aged
 - (b) Greenpeace
 - (c) Oxfam
 - (d) R.S.P.C.A
 - (e) Barnardo's
 - (f) Save the Children
 - (g) World Wide Fund for Nature

SYCAMORE HALL PREPARATORY SCHOOL

SAFEGUARDING CHILDREN POLICY

Linked Policies: Anti-Bullying Policy, Schools Complaints Procedures,
Managing Allegations against Staff

UPDATED IN LINE WITH WORKING TOGETHER JULY 2015, KEEPING CHILDREN SAFE IN EDUCATION JULY 2015 AND INFORMATION SHARING JULY 2015 AND THE OFSTED SCHOOL INSPECTION HANDBOOK – SEPTEMBER 2015.

SAFEGUARDING DEFINITIONS:

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes

**(Working Together to Safeguarding Children 2015 HM Government) – Source of definition.*

<http://www.gov.uk/government/publications/working-together-to-safeguard-children>

Safeguarding is not just about protecting children from deliberate harm. It relates to aspects of school life including:

Pupils' health and safety

The use of reasonable force

Meeting the needs of pupils with medical conditions

Providing first aid

Educational visits

Intimate care

Internet or e-safety

Appropriate arrangements to ensure school security, taking into account the local context.

It can involve a range of potential issues such as:

Bullying, including cyber bullying (by text message, on social networking sites, and so on) and prejudice based bullying.

Racist, disability, and homophobic or transphobic abuse

Radicalisation and extremist behaviour

Child sexual exploitation

Continuing

Substance misuse

Issues that may be specific to local area or population, for example gang activity and youth violence

Particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation and forced marriage.

**(Ofsted: Inspecting safeguarding in maintained schools and academies: April 2015)*

Rationale

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004, The Education Act 2002 and Working Together to Safeguard Children 2015. This policy reflects the statutory requirements within Keeping Children Safe in Education 2015 (KCSIE 2015).

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

This policy also shows our commitment to support the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools. Schools and local authorities must have regard to it when carrying out their duties to safeguard and promote the welfare of children under section 175, of the Education Act 2002, paragraph 7(b) of Schedule 1 to the Education (Independent School Standards) Regulations 2014 and paragraph 3 of the Schedule to the Education (Non-Maintained Special Schools)(England) Regulations 2011.

At Sycamore Hall Preparatory School we strongly believe that the welfare and security of our children is of paramount importance. We believe that our children have the right to be protected from all forms of abuse. This also involves understanding serious case reviews and how to improve practice to prevent children from falling through the gaps. We recognise the responsibility it has under Section 175 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Governing Body approve the S175 or 157 return to the LA on a yearly basis and undertakes a section 11 Children's Act 2004 audit on an annual basis. This policy demonstrates the schools commitment and compliance with safeguarding legislation.

Through their day-to-day contact with pupils and direct work with families, all staff at Sycamore Hall Preparatory School have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to The Doncaster Children's Trust Referral and Response Service.

To this end we believe that whenever a child has been harmed or makes a disclosure s/he must be provided with full support in order to return to and continue a happy and healthy childhood.

This also involves understanding serious case reviews and how to improve practice to prevent children from falling through the gaps.

Purpose:

The following aims and objectives are in accordance with the Children's Act 2004.

The purpose of the policy is to ensure that safeguarding is everyone's responsibility:

- The welfare of the child is paramount;
- All children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection;
- *Everyone who works with children has a responsibility to keep them safe (Working Together 2015)
- *All staff have an equal responsibility to act on suspicion or disclosure that may suggest a child is at risk of harm, any professional with concerns about a child's welfare should make a referral to the Doncaster Children's Trust, and professionals should follow up their concerns if they are not satisfied with the response. (Working Together 2015)
- Pupils and staff involved in Safeguarding Issues receive appropriate support and training outlined in KCSIE 2015
- Staff adhere to a Code of Conduct and understand what to do if a child discloses any allegations against teaching staff, Head teachers
- To develop and promote effective working relationships with other agencies, especially the police and social care
- To ensure all staff have been recruited safely and a single central record is kept, satisfactory DBS checks are made in accordance with guidance.
- We have a safe school with confident staff, confident parent/carers and confident pupils who know how to recognise and report safeguarding concerns

The procedures contained in this policy apply to all staff, volunteers, sessional workers, agency staff, contractors or anyone working on behalf of the Doncaster school/setting.

They are consistent with South Yorkshire Child Protection procedures/Doncaster Safeguarding Children's Board (DSCB) child protection procedures.

We fully embrace the KCSIE quotation "It could happen here" and "thinking the unthinkable"

Terminology:

Designated Safeguarding Lead (DSL) previously known as designated safeguarding officer or designated safeguarding teacher. Named person for safeguarding in education establishments.

Mrs Susan Nicklin

LADO – Local Authority Designated Officer – Deals with any allegation against any member of staff in a public setting.

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the improvement of health and development, ensuring that children

- 1.7 We will work in collaboratives and early help co-ordinators to improve outcomes for children and young people.
- 1.8 We access the school nursing universal offer for all our children and young people.
- 1.9 We keep our safeguarding training up to date and access DSCB training events on a regular basis and understand the `safeguarding requirements for Ofsted.
- 2.0 Parents, carers and families, teachers, staff and young people/agencies know how to raise any safeguarding concerns and we have a named designated/deputy safeguarding lead(s) on our senior leadership team.
- 2.1 We have a clear complaints policy and all staff are aware of whistleblowing procedures.

Sycamore Hall Preparatory School will follow safeguarding procedures as produced by the Doncaster Safeguarding Children's Board (DSCB)

Procedures and Record Keeping:

Role	Name / Contact details
The Designated Senior Member of Staff for Safeguarding (Child Protection) is:	Mrs S Nicklin 01302 856800

Qualifications to date:

Level 3 Qualification	Mrs Susan Nicklin	February 2016
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The school will:

- 2.1 Ensure it has a designated Senior member of staff who has undertaken appropriate Safeguarding (Child Protection) training Level 3 (DCSB).
- 2.2 Ensure the training of all staff members is updated regularly, in line with advice from the LSCB.
- 2.3 Ensure that designated staff will take advice from a Safeguarding (Child Protection) Specialist when managing complex cases.
- 2.4 The Designated Lead/Designated Deputy/Leads will investigate any allegation involving actual or suspected abuse of a child within 24 hours of disclosure and follow up referral in writing, using the Doncaster Childrens Trust referral and response service forms.
- 2.5 All school staff will pass any observations leading to suspicion of abuse, or information received about abuse, immediately to the designated safeguarding lead or deputy designated safeguarding lead.
- 2.6 In the case of serious injury or allegation the DSL/Deputy DSL/Designated Leads will contact The Doncaster Children's Trust Referral and Response Service without delay.
- 2.7 If the allegation of abuse is against the deputy or designated safeguarding person, the Head teacher will speak with the Local Authority Designated Officer (LADO) to discuss the next steps. If the allegation is against the Head teacher the Chair of Governors should be contacted immediately and advice from the LADO sought within 24 hours. If the allegation is against both the Head teacher and Chair of Governors the LADO will be contacted. No member of staff will conduct their own investigation or pass on information to the alleged perpetrator. In all allegations the LADO will advise on the action to take by calling 01302 737748. The emergency social services team should be contacted outside normal working hours 01302 796000. Any CSE referrals will be referred direct to the CSE team using the CSE referral form.
- 2.8 In the case of poorly explained serious injuries or where behaviour concerns arouse suspicion, the designated teacher should consult with Referral & Response Service Professional Advice Lines on 01302 737722/ 7376361 / 737033. If out of hours the emergency Doncaster Childrens Trust Social Care out of Hours team (ESST) 01302 796000 (after 5.00pm and before 8.30 am weekdays and weekends).
- 2.9 *The DSL will keep all records on file in a secure locked filing cabinet or secure ICT system and share concerns following information sharing protocols. We adhere to HM Government Information Sharing Advice for Practitioners 2015.
- 2.10 At no time promise confidentiality.

All parents, carers of families can contact the general contact number on 01302 737777.

Conversations with a child who discloses abuse should follow the basic principles:

- listen rather than directly question, remain calm
- never stop a child who is recalling significant events
- make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)

- advise you will have to pass the information on
- avoid coaching/prompting
- never take photographs or videos of any injury
- allow time and provide a safe haven/quiet area for future support meetings.

ROLES AND RESPONSIBILITIES

The school will ensure that every member of staff and person working on behalf of the School:

- 3.1 Knows the name of the designated person and his/her role and responsibility.
- 3.2 Have an individual responsibility to refer Safeguarding (Child Protection) concerns.
- 3.3 Will receive training at the point of induction so that they know:
 - their personal responsibility / code of conduct / teaching standards
 - DSCB child protection procedures and know how to access them
 - the need to be vigilant in identifying cases of abuse at the earliest opportunity
 - how to support and respond to a child who discloses significant harm
- 3.4 Knows their duty concerning unsafe practices in regard to children by a colleague.
- 3.5 The designated person will disclose any information about a pupil to other members of staff on a need to know basis.
- 3.6 The school will undertake appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this.
- 3.7 The school will ensure that parents have an understanding of their obligations re: Child Protection by intervention as and when appropriate.

Record Keeping

http://www.irms.org.uk/images/resources/infoguides/records_management_toolkit_for_schools_version_4_may_2012.pdf

The school follows the record keeping guidelines taken from Sections 1 – Child Protection and Section 4 – Pupil Records. The DSL is aware the Local Authority's records are kept for 75 years from date of closure so if any information that is held within the School that came from the LA could be destroyed once the child has left the school, however, any records created by the school the school could apply the above retention period(s) to their documents, so the whole pupil file could go to the secondary school whilst the Primary School should keep a copy of the child protection element for the prescribed timescale.

3.8 The designated safeguarding leads are responsible for:

- 3.8.1 Referring a child if there are concerns about possible abuse, to the *Doncaster Childrens Trust Referral and Response Service Professional advice lines* and acting as a focal point for staff to discuss concerns.

Referrals should be made in writing, following a telephone call using the Doncaster Childrens Trust referral and Response Service referral form or the CSE referral form depending on the nature of the referral.

- 3.8.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- 3.8.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college.
- 3.8.4 Ensuring that an indication of the existence of the additional file (in 3.8.3 above) is marked on the pupil records.
- 3.8.5 Liaising with other agencies and professionals/accessing local networks.
- 3.8.6 Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents/carers.
- 3.8.7 Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation is referred to their key worker's Social Care Team.
- 3.8.8 Organising child protection induction, and update training every 3 years, for all school staff and ensuring named DSLs attend training every 2 years.

Liaison with Other Agencies

The school will:-

- 3.9 Work to develop effective links with relevant agencies in relation to Safeguarding (Child Protection).
- 3.10 Send representatives to case conferences, core groups and Child Protection review meetings.
- 3.11 Notify any allocated Social Worker if:
 - a pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent)
 - if there is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP.
- 3.12 Follow the Local Authority's (LA) policy and statutory guidance on Children Missing Education (CME).

SUPPORTING PUPILS AT RISK

The school will endeavour to support vulnerable pupils through:

- 4.1 Our school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- 4.2 Our behaviour policy aimed at supporting vulnerable pupils in school/setting. All staff will agree a consistent approach which focuses on the behaviour or the offence committed by the Child.
- 4.3 Liaison with other appropriate agencies which support the pupil.

- 4.4 Developing supportive relationships.
- 4.5 Recognition that children living in difficult home environments are vulnerable and in need of support and protection.
- 4.6 Monitoring pupil welfare, keeping accurate records and notifying appropriate agencies as and when necessary.
- 4.7 Allowing designated staff opportunities to attend face to face DSCB multi-agency training, (sexual exploitation, domestic violence, drugs/alcohol substance misuse etc.).
- 4.8 When a pupil on the Child Protection register transfers to another school/setting, information will be transferred safely and securely to the new school/setting immediately.
- 4.9 Recognising, reporting and responding any behaviours consistent with radicalisation / extremist behaviours
- 4.10 Recognising, reporting and responding to any suspected FGM practice.

DEFINITIONS OF CHILD ABUSE

An abused child is a boy or girl under the age of 18 who has suffered from physical injury, physical neglect, failure to thrive, emotional or sexual abuse, which the person who has custody, charge or care of the child either caused or knowingly failed to prevent. Having custody, charge or care includes any person, in whatever setting, who at the time, is responsible for that child.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

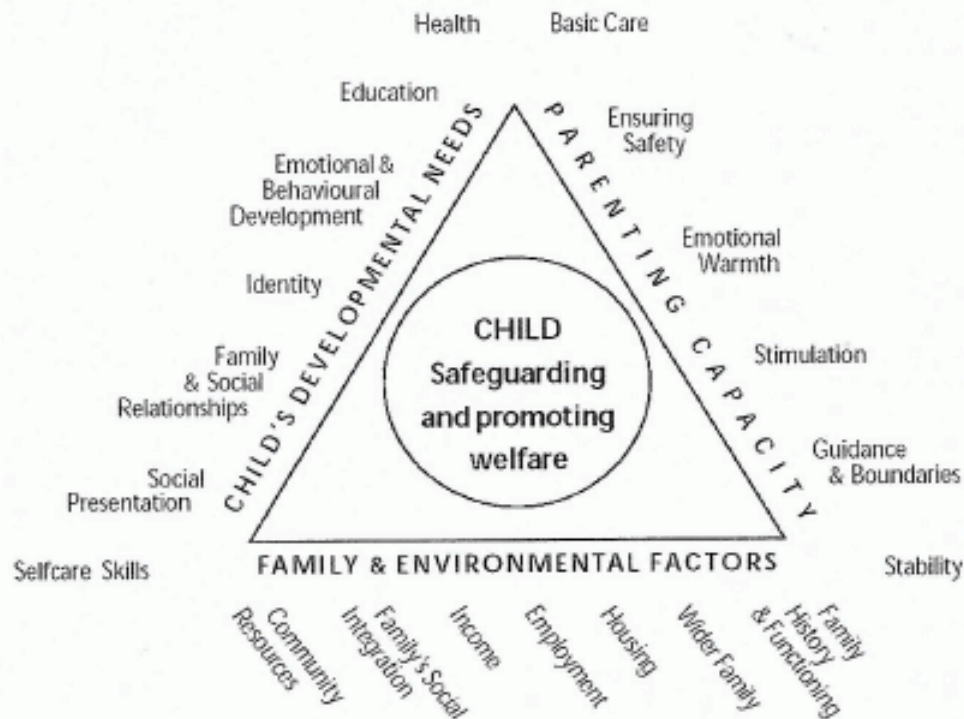
Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child Protection information is held with Social Care.

EARLY IDENTIFICATION RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS

- 5.1 Our school acknowledges serious case review findings and shares lessons learned with all staff to ensure no child falls through the gap.
- 5.2 All school staff understand the DSCB Pathway to Provision 2013
<http://www.doncastersafeguardingchildren.co.uk/index.asp> and know how to pass on any concerns no matter how trivial they seem.
- 5.3 Our school knows how to identify and respond to the four main categories of abuse. All staff understand the main categories of abuse from the whole school training. Physical, Emotional, Sexual and Neglect.
 - Drug/substance/alcohol misuse;
 - Child sexual exploitation/trafficked children;
 - Children missing education;
 - Domestic violence;
 - Risky behaviours;
 - Sexual health needs;
 - Obesity/malnutrition;
 - On line grooming;
 - Sexting
 - Inappropriate behaviour of staff towards children;
 - Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010;
 - Self-Harm;
 - Female Genital Mutilation;
 - Forced Marriage;
 - Unaccompanied asylum seeking children;
 - Extremism / radicalisation – Prevent Agenda
 - Teaching fundamental British values
- 5.4 School staff are aware of the DSCB Neglect policy and toolkit available from DSCB to help identify and recognise any child subject to neglect.
http://doncasterscb.proceduresonline.com/pdfs/assess_tool%20for_neglect and also looks at a child in the outside world acknowledging education plays a small part in the framework of assessment of need.
- 5.5 School staff are briefed on the Framework of Assessment of Need and make decisions based on a child's development needs, parenting capacity and family & environmental factors. They also understand the Continuum of Need as contained in the DSCB 2013 Information Booklet (5.2)

- 5.6 The designated safeguarding lead/Deputy DSL and Designated Leads understand the referral procedures and has access to the new referral form into the Doncaster Child Sexual Exploitation Team (CSE). Staff are aware of the indicators and how to recognise and respond to CSE.



6 ALLEGATIONS AGAINST STAFF

- 6.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 6.2 All staff should be aware of school's own Behaviour Management policy and also Off Site Visits and Lone Working/Car Transport risk assessments.
- 6.3 Guidance about the code of conduct and safer working practice, including safe use of mobile phones, media and offsite activities by staff and volunteers will be given at induction.
- 6.4 We understand that a pupil, parent, or any person may make an allegation against a member of staff.
- 6.5 The school will follow the DSCB Tri-Ax procedures for managing allegations against staff and consult with LADO in all cases.
http://doncasterscb.proceduresonline.com/chapters/p_alleg_staff_vols.html
- 6.6 The school will follow safer recruitment procedures, following local HR procedures and understands the implications from the new DfE Department for Education on the application

of the Childcare (Disqualification) Regulations 2009. We ensure at least one person on the interview panel is trained in safer recruitment.

7 WHISTLE BLOWING

7.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

7.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Lead Advisory Officer for Education Safeguarding or LADO following the Whistleblowing Policy.

7.3

Ofsted also may wish the LA to investigate any whistleblowing concerns and the school/setting will work with the LA should this arise

8 PHYSICAL INTERVENTION

8.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

8.2 Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach technique or equivalent training.

8.3 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

8.4 We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

All staff are aware of the role of LADO and what constitutes a referral to LADO following any allegation of using force or restraint.

9 ANTI-BULLYING

9.1 Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms eg. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse. We keep a record of bullying incidents.

9.2 Internet Safety / E-Safety – The school has an e-safety policy includes social media guidance as well as being contained in anti-bullying policy.

10 RACIST INCIDENTS/HOMOPHOBIC/TRANS-PHOBIC LANGUAGE/EQUALITY ACT 2010 PROTECTED CHARACTERISTICS

10.1 Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection

procedures. We keep a record of racist incidents and incidents reportable under the Equality Act 2010.

- 10.2 We use the SIMS reporting system to record any incidents in line with the latest DfE guidance.
- 10.3 The DSL understands how to report Hate Crime
- 10.4 The DSL/DDSL/DLeads understand how to refer to Doncaster Pride any young person requiring LGBTQ support. We also access Stonewall Resources within our setting.
- 10.5 The school curriculum reflects opportunity to explore difference and celebrate diversity.

FUNDEMENTAL BRITISH VALUES

Our school knows how to recognise and respond to any behaviour that could link to radicalisation / extremism. Our Children and Young Persons Police Officer – CYPO is the first point of contact any and staff or pupils behaviours that may point to radicalisation / extremism are discussed with the CYPO immediately. Staff are aware of the PREVENT agenda and what to do if they suspect travel to areas where travel warnings are in place such as Syria.

They also have access to the confidential anti-terrorist hotline 0800 789321.

The school SMSC curriculum explores shared values and beliefs based on DfE and South Yorkshire Police best practice resources. The school has undertaken a prevent self-assessment.

FGM (Female Genital Mutilation)

The school recognises the areas where FGM is prevalent and works in partnership with agencies to safeguard any child at risk of FGM. The designated safeguarding lead understands this is classed as child abuse in the UK and will report any risk to the Doncaster Childrens Trust Referral and Response Team immediately. The school have access to DSCB training on FGM.

SUBSTANCE MISUSE

Schools substances misuse policy should incorporate the possession and or use of such drugs in school, during the school day or while travelling to/from school is inappropriate. The drugs/substances covered by this policy are not to be bought, sold or otherwise exchanged or brought onto school premises during the school day, or while pupils are on school visits. Individual exceptions may be made for pupils who require prescription medicines where appropriate. This policy should set out the school's approach to NPS and volatile substances. Both pupils and staff should be aware of how these products are regarded and treated by the school

Schools should have a 'Smoke Free Environment policy' that includes banning the use of e-cigarettes on school premises and grounds.

For support on the above issues CONTACT PROJECT 3: 01302 640032

11 Safer recruitment and setting and maintaining appropriate professional boundaries for adults with responsibility for children and young people –

- 11.1 The school will operate safe recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks according to DBS and Department for Education procedures. The single central record meets Ofsted recommended practice contained within the *Ofsted Inspecting Safeguarding Briefing Paper 2014*.

13 HEALTH and SAFETY

- 13.1 Our Health and Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits. There is an adequate first aid risk assessment in place. This includes how to access ECP/999 and when to contact parents/carers. In line with HSE guidance for schools on first aid and RIDDOR.

14 MONITORING AND EVALUATION

- 14.1 Safeguarding 'Keeping Children Safe in Education 2015' procedures will be monitored and evaluated by:

- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying (including homophobic) /racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires
-

15 OTHER RELATED POLICIES

The school takes safeguarding seriously and understands this policy is over- arching. The school also maintains other linked policies in line with the legislative requirements. The policies are cited below.

Staff Recruitment and retention – safer recruitment;
Managing long term medical conditions / medical conditions;
Behaviour;
Staff Behaviour/Code of Conduct;
Social Media;
Children Missing Education;
Whistleblowing;
Anti-bullying;
Health and Safety;
Allegations against staff;
Parental concerns;
Attendance;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/389982/inspecting_safeguarding_in_maintained_schools_and_academies_-_a_briefing_for_section_5_inspections.pdf

- 11.2 The school will ensure that staff adhere to a published code of conduct and other professional standards at all time, including after school activities. Staff are aware of social media/ on-line conduct.
- 11.3 The school will ensure any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance "Working Together to Safeguard Children 2013" and "Keeping Children Safe in Education 2014", "LA Model policy Dealing with Allegations of Abuse Against Teachers and Other Staff" and follow DSCB, LADO and HR Policy and Procedures.
http://doncasterscb.proceduresonline.com/chapters/p_alleg_staff_vols.html
- 11.4 The school will ensure that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents following the model LA Code of Conduct. Adequate risk assessments are in place for extended school, volunteer and holiday activities. Staff are confident to report misconduct.
- 11.5 The school has a separate policy / fact sheet to inform staff on how to deal with allegations.
- 11.6 The school has a whistleblowing policy in line with the LA model policy and includes this within staff safeguarding training / induction.
- 11.7 All staff are aware of their Duty of Care and know how to respond to medical /first aid needs.

Curriculum;
PSHE;
Teaching and Learning;
Administration of medicines;
Drug/alcohol/substance misuse;
Sex and Relationships Education;
Physical intervention;
ESafety, including staff use of mobile phones;
Risk Assessment;
Recruitment and Selection;
Child Sexual Exploitation;
Children Missing Education;

SYCAMORE HALL PREPARATORY SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

We aim to make a balanced curriculum available to all children but some require extra help and support to achieve this aim. Each child has individual educational needs and every effort is made to recognise their individuality and to provide appropriate learning experiences.

Children with special needs, like all other children, are admitted to Sycamore Hall after consultation between parents and the Headmistress.

We have a special educational needs co-ordinator who is responsible for the day-to-day operation of the school's SEN policy. The name of our Special Educational Needs Co-ordinator (SENCO) is Mrs. Susan Nicklin.

The role of the SENCO is to:-

- P observe and monitor children who are identified as having a special educational need.
- P consult with parents.
- P advise and support other practitioners in the setting.
- P work in liaison with relevant professionals and agencies outside the group to meet children's specific needs.
- P oversee the records of all children with SEN and records of steps taken to meet the needs of individual children.
- P Ensure that relevant background information about individual children with SEN is collected, recorded and updated.
- P Where an Individual Education Plan (IEP) is in place ensure it is appropriate and regularly updated.
- P Attend training relevant to the role.

Sycamore Hall has full liaison with the Pre-School Inclusion Team for Doncaster and therefore access to their expertise. A special needs reading scheme and maths scheme are available. Specific programmes and activities can be formulated to the pupil's individual learning needs. The child's progress is then closely monitored and assessed at regular intervals.

The individual needs of pupils are identified through liaison with the appropriate channels (such as local authorities and professional bodies); diagnostic and attainments tests and through special requests made by parents. Strategies to improve attainments of dyspraxic and dyslexic children are formulated with the help of specialist educationalists.

We have regard for the code of Practice on the Identification and Assessment of Special Educational Needs.

A graduated approach is in place.

Early Years Action

This stage involves the identification of a child's SEN through:

- P gathering information about the child.
- P taking action to meet the child's needs within the setting.
- P monitoring and reviewing the progress made.

Intervention at this stage could be triggered by an expression of concern by parents or keyworkers and would need to be substantiated by evidence. Concerns may take the form of:

- P child makes little or no progress even with additional support.
- P continues to perform at levels below those expected of children of a similar age in certain or all areas of learning.
- P continues to present emotional and/or behavioural difficulties which the behaviour management strategies employed in the setting have not succeeded in overcoming.
- P has physical and/or sensory problems and although provided with specialist aids and equipment continues to make little or no progress.
- P has communication and/or interaction difficulties and requires specific individual programmes to be able to access learning.

If the school, in consultation with the child's parents concludes that a child may need additional support to help him/her progress, the child's keyworker should seek the help of the SENCO who will

- P ensure that a dated record of concern is entered on the child's record and the child's name added to the settings, SEN register.
- P help the keyworker and the parents to assess the child's needs.
- P provide advice and support when necessary to all the other staff in the setting who will have regular contact with the child.
- P ensure that parents are aware of the local parent partnership services.
- P contact specialist support such as Area SENCO, Pre-School Inclusion Team Development workers, educational psychology, social and health services if necessary.
- P together with the child's keyworker, parents and any other relevant parties, draw up an Individual Education Plan for the child.

If after regular reviews of the IEP, progress has been satisfactory a review may decide that the child continues to receive support at the Early Years Action stage.

If progress is now at the level expected of children at the same age, it may be that the child no longer needs additional help. Where this is the case the child should be observed for a term and if progress continues to be positive the child's name should be removed from the SEN register. If the child needs intervention from specialist services the SENCO will request help from external services and the child should be moved on to the next stage Early Years Action Plus

Early Years Action Plus

Children at this stage will be supported by external support services. External intervention may be sought if despite receiving an individual programme and/or concentrated support, the child:

- P continues to make little or no progress in specific areas of learning over a long period.
- P continues to work at a level significantly below that expected of children of a similar age.
- P has emotional or behavioural difficulties which considerably and always interfere with the child's own learning or that of other children with the setting, despite the fact that an individual behaviour management plan has been used.
- P has physical or sensory needs which require the use of specialist equipment and or regular visits for direct intervention or advice by practitioners from a specialist service.
- P has ongoing communication or interaction difficulties that hinder the development of social relationships and cause significant barriers to learning.

If progress is satisfactory the outcome of review may be that the child continues to receive support at the Early Years Action Plus stage. If it is decided that the child no longer needs external specialist support, support can be provided at the Early Years Action Stage.

If it is considered that more intensive intervention is necessary and that support given by the school will not be adequate to enable the child to progress satisfactorily it will be necessary for the SENCO to make arrangements to move action to the next stage, statutory assessment.

Statutory Assessment

This involves consideration by the LEA working with parents, the school setting and any outside agencies involved with the child of whether a statutory assessment of the child's special educational needs is necessary. In some cases the information gathered during an assessment may reveal ways in which the setting can meet the child's needs without the need for a statement.

In other cases statutory assessment may lead to a statement of special educational needs.

Children may be brought to the attention of the LEA as possibly requiring an assessment by

- P request by early years setting (for 3 year olds from September 2004)
- P request by a parent
- P referral by school or other agency.

If the LEA decides to carry out a statutory assessment it must seek written parental, educational, medical, psychological and social services advice (and other sources as appropriate).

The statutory assessment process ends when the LEA decides whether or not they will make a statement.

Statement of Special Education Needs

This will detail the provision appropriate for the child. The school will be responsible for delivering the educational programme. The SENCO will need to be familiar with the statement and should ensure that the child's SEN are made known to all those who will be working with the child.

The SENCO and staff must monitor and review the child's progress throughout the year.

Planning the Early Years Curriculum

Our long, medium and short term planning takes account of the range of SEN within the group.

Every effort is made to ensure that children with SEN are able to access all areas of the curriculum.

Staff carefully plan all aspects of work and consider full differentiated tasks for children with special educational needs.

The SENCO and keyworker liaise closely in the preparation of tasks for the child and assess the child's progress together.

Monitoring and evaluation of policy

Staff will review annually whether the policy has been successfully implemented in July.

Complaints about SEN Provision

Our SENCO Co-ordinator, Mrs. S. Nicklin, will deal with any complaints received.

Details of any complaints received will be minuted for future reference. Details of any action required will also be recorded.

If the matter cannot be resolved, then it will be referred to the Headmistress.

Links and Partnerships

P Written parental agreement will always be obtained before contacting professionals outside the school.

P Parents receive a progress report twice yearly but parents are free to discuss any problems at any time.

P It is a sensitive issue to inform a parent that their child is not making satisfactory progress or is experiencing learning difficulties. If a child's progress is giving cause for concern, parents will be invited to discuss their child's education and an action plan will be agreed. Evidence of the difficulties the child is experiencing will be presented for discussion and analysis. Parents will be involved in any decision making regarding possible action to be taken. Emphasis will be placed on the various professionals/agencies that can be utilised to help develop their child's potential to the full.

Reviewed March 2016

Next Review March 2017

SYCAMORE HALL PREPARATORY SCHOOL

BULLYING POLICY

In line with our discipline policy, our aim is to promote good behaviour and respect for others and steps are taken to ensure pupils' standards of behaviour is exemplary at all times.

All members of staff are conversant with the signs of bullying and will act promptly and firmly against it in accordance with our school policy.

Children are encouraged to report any form of bullying to their class teacher. Each case will be dealt with on an individual basis. The incident will be investigated in full by the class teacher and a written report submitted to the headteacher.

The level of punishment will be determined by the headteacher but may take the form of a formal interview, grounding, loss of privileges and informing parents. In extreme cases a child may be suspended from school. In the case of persistent offenders, the strongest possible measures will be instigated.

Under no circumstances will any form of bullying, either physical, emotional or verbal, be tolerated.

The conduct of any child who has been involved in any bullying incident, no matter how small, will be closely monitored. If any improvement is seen in the general behaviour of any such child then praise and reward will be given.

SYCAMORE HALL PREPARATORY SCHOOL
BULLYING POLICY
ADDITIONAL INFORMATION

We encourage all children to report any incidents of bullying, such as:

- P name calling
- P malicious gossip
- P damaging or stealing property
- P coercion into acts they do not wish to do.
- P violence and assault
- P pinching/kicking
- P jostling
- P teasing
- P intimidation
- P extortion
- P ostracising
- P damaging school work and equipment

Reasons for being a victim of bullying may be:-

- P race/sex/class
- P new child in school
- P child with family crisis
- P disability - or difference of any kind

They are likely to be children who are not assertive (timid), loners with few friends, anxious or fearful children, younger children and those outside a group.

Reasons for being a bully may be:-

- P victim of violence
- P enjoyment of power/creating fear
- P copying behaviour at home or from T.V.

Early signs of distress:-

- P withdrawn
- P deterioration of work
- P spurious illness
- P isolation
- P desire to remain with adults
- P erratic attendance
- P general unhappiness/anxiety
- P late arrivals

It is important to recognise the difference between bullying/bossiness/boisterous behaviour.

Bullying

Generally focused on younger, smaller and timid children, increasingly relying on threat and force. Wilful, conscious desire to hurt, threaten and frighten.

Bossiness

Bossing whoever is around at the time, usually grows out of it as they mature and learn social skills.

Boisterous behaviour

High spirits, not unfriendly or vindictive.

Prevention is better than cure so:-

- P children are encouraged to be caring and thoughtful towards others.
- P children encouraged to play with each other
- P discuss friendships
- P discuss assertiveness skills

SYCAMORE HALL
POLICY
On
SEX EDUCATION

In our school sex education is seen as one aspect in the education and development of the whole child. We feel, however, that sex education should not be taught to children who are too young as they are not physically or mentally prepared and it may frighten them. All children should be allowed to have a childhood and not have to grow up too quickly. We feel they are not mature enough to understand issues of sex at such an early age. After asking parents their views on sex education, we only teach it to the senior class during their last term at school.

We believe that Sex education should be delivered in as natural a way as possible, building in a responsible and developmental way on children's existing knowledge and experience of their bodies, relationships and the world around them.

We hope that a sensitive approach to sex education at the primary level will help to counteract misinformation and help our children to develop the self knowledge and self esteem necessary to be able to manage the physical and emotional changes of puberty and become confident, responsible adolescents.

It is important to address the social and emotional aspects as well as just the factual. We aim to demonstrate and promote the values of self respect, respect for others, responsibility for their own actions and responsibility for their family, friends and the wider community.

We need to encourage the children to develop self esteem and self confidence.

We must always treat children's comments and questions with sensitivity and respond with honesty and openness.

We must provide information which is accurate, up to date and appropriate to the age and stage of the children.

Begin to prepare children for the opportunities, responsibilities and experiences of adult life.

SYCAMORE HALL

E-SAFETY POLICY

Introduction

E-safety encompasses Internet technologies and electronic communications such as mobile phones and wireless technology. It highlights the need to educate children about the benefits and risks of using new technology and provides safeguards and awareness for users to enable them to control their online experiences.

The purpose of Internet use in school is to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the school's administration systems. Internet use is an essential element in 21st century life for education, business and social interaction.

The school's e-safety policy will operate in conjunction with other policies including Behaviour, Bullying, Child Protection, Safeguarding Children, Data Protection, Security and Confidentiality.

E-Safety considers the following technologies: PCs, laptops, webcams, digital video equipment, mobile phones, portable media players, games consoles and personal digital assistants. All persons either using technology or supervising the use of technology are required to abide by this policy.

E-Safety requirements are applicable during the times whereby the school is opened; this applies to term-time, school events and residential/off site events, eg. School trips.

This Internet Access Policy will help ensure that Internet use supports schools' educational aims and that responsibilities to pupils are met.

Designated Person for E-Safety Policy

The e-safety co-ordinator is Mrs Susan Nicklin.

Educationally and socially there are many benefits that the Internet can provide within school, to both children and staff. These include:-

- P Access to world-wide educational resources including museums and art galleries.
- P Inclusion in government initiatives and the Virtual Teacher Centre.
- P Internet access will be planned to enrich and extend learning activities.
- P Access to experts in many fields for pupils and staff.
- P Information and cultural exchanges between children world-wide.
- P Discussion with experts in many fields for children and staff.
- P Staff professional development - access to educational materials and good curriculum practice.

P Communication with the advisory and support services, professional associations and colleagues.

P Exchange of curriculum and administration data with the LEA and DfEE.

Internet Use In School

The writing of this policy has provided an opportunity for staff to discuss issues concerning Internet use in school, particularly security and access to undesirable materials.

Children and all staff need to develop good practice in using the Internet as a tool for teaching and learning. The principle aims for use within school are:-

P Pupils have been informed that their use of the Internet will be supervised and monitored appropriately.

P Internet access will be planned to enrich and extend learning activities.

P Pupils will be given clear objectives for Internet use.

P Staff will select sites which will support the learning outcomes planned for pupils' age and maturity.

P Pupils will be educated in taking responsibility for Internet access.

P Parents will be informed that pupils will be provided with supervised Internet access and asked to sign and return a consent form for pupil access.

Web Site

As the school's web site can be accessed by anyone on the Internet, the security of staff and pupils must be carefully considered.

Acceptable use Agreement

All pupils and their parents will be asked to read and sign an agreement which covers all the issues mentioned in this policy. This is shown below and will be updated as required.

Safeguarding Children and Child Protection

This policy is an extension of the safeguarding children and child protection policies. Caution is expressed as regards child safety in the virtual world as well as the real world. Social networking sites, the uploading of inappropriate web content and cyber-bullying are issues that adults must ensure vigilance and appropriate means are put in place to safeguard and educate our children. For this reason, only supervised Internet access will be available.

Mobile Phones

The use of mobile phones by pupils is not allowed unless in exceptional personal circumstances. Should a child be required to bring a mobile phone to school it will be kept by the Headmistress and used under supervision of a member of staff.

Managing Emerging Technologies

Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.

Published Content and the School Web Site

The contact details on the Web site should be the school address, e-mail and telephone number. Staff or pupils personal information will not be published.

Publishing Pupil's Images and Work

Photographs that include pupils will be selected carefully and will not enable individual pupils to be clearly identified or their image misused.

Pupils' full names will not be used anywhere on the Web site particularly in association with photographs.

Protecting Personal Data

Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998.

Sycamore Hall School

E-Safety Rules

1. We only use the internet when an adult is with us.
2. We can search the Internet with an adult present.
3. We always ask if we get lost on the Internet.
4. We immediately close any webpage we are not sure about.
4. We never give out personal information or passwords.
5. We do not open emails sent by anyone we don't know.
6. We do not use Internet chat rooms.

Dear Parent,

E-Safety Rules and Policy

As part of the School's ICT programme we offer pupils supervised access to the INTERNET. Before the school allows pupils to use the Internet they must obtain parental permission. Both they and you must sign and return the enclosed form as evidence of your approval and their acceptance of the school rules on this matter.

Various projects have proven the educational benefits of Internet access, which will enable pupils to explore thousands of libraries, databases, and bulletin boards. They will also be able to exchange messages with other children throughout the world.

We believe that there are many benefits to pupils from access to the Internet, in the form of information resources and opportunities for collaboration.

If you wish your child to have access to the Internet, please complete the slip below and return it to school as soon as possible. Please note that access to the **Internet is always supervised**.

Yours sincerely,

Miss J. Spencer
Headmistress

Sycamore Hall Preparatory School

E-Safety Rules/Policy

Name of Pupil:- _____

Pupil

As a user of the Internet, I agree to comply with the school rules on its use. I will use the network in a responsible way and observe all the restrictions explained to me by the school.

Signed:----- Date -----

Parent

I have read and understood the school e-safety rules and policy and give permission for my child to access the Internet. I understand that the school will take all reasonable precautions to ensure that pupils cannot access inappropriate materials. As the parents or legal guardian of the pupil signing above, I grant permission for my son or daughter to use electronic mail and the Internet.

Parent's signature ----- Date -----

Parent's Consent for Web Publication of Work and Photographs

I agree that my son/daughter's work may be electronically published. I also agree that appropriate images and video that include my son/daughter may be published subject to the school rule that photographs will not be accompanied by pupil names.

Parent's signature ----- Date -----

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Our New Website:- sycamorehallschool.co.uk

SYCAMORE HALL PREPARATORY SCHOOL

POLICY ON ALLEGATIONS OF ABUSE AGAINST STAFF AND VOLUNTEERS

Introduction

Sycamore Hall takes its responsibilities of care for its pupils seriously and fully endorses the principles and practice of Every Child Matters. We understand the importance to safeguard and promote the welfare of children and create and maintain a safe learning environment (Section 175 of the Education Act 2002).

School staff have a positive role to play in child protection as their position often allows them to be able to observe outward signs of abuse and changes of behaviour.

However, because of their role staff are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious. We recognise that any possibility that a member of staff or volunteer may have hurt a pupil must be investigated thoroughly. Any investigation of an allegation of abuse against a member of staff must follow the objective, professional standards and routines described below.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly.

Initial Allegation made to the School

Any allegation of abuse by a teacher or volunteer on a pupil must be reported to the Headmistress. Should the allegation meet the following criteria then the Headmistress should report the allegation to the local authority designated officer the same day the allegation is received.

If a teacher or volunteer has behaved in a way that has harmed a child, or may have harmed a child, possibly committed a criminal offence against or related to a child, or behaved towards a child in a way that indicated she/he is unsuitable to work with children.

Initial Consideration

The Headmistress will discuss the matter with the local authority designated officer and provide any further details of the allegation and circumstances in which it was made. The Headmistress should not investigate the allegation at this stage. The discussion will consider whether there is evidence or information that establishes that the allegation is false or unfounded,

If the allegation is not patently false and there is cause to suspect that a child is suffering or is likely to suffer significant harm, the local authority designated officer will

immediately refer to children's social care and ask for a strategy discussion in accordance with Working Together to Safeguard Children to be convened straight away.

If there is not cause to suspect that "significant harm" is an issue, but a criminal offence might have been committed, the local authority designated officer should immediately inform the police and convene a similar discussion to decide whether a police investigation is needed. That discussion will also involve the school and any other agencies involved with the child.

Action following Initial Consideration

Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the Headmistress to deal with it. In such cases, if the nature of the allegation does not require formal disciplinary action, the Headmistress will institute appropriate action within three working days.

Where further investigation is required to inform consideration of disciplinary action the Headmistress should discuss who will undertake that with the local authority.

The local authority designated officer should continue to liaise with the school to monitor progress of the case and provide advice and support.

Case subject to Police Investigation

If the police and/or CPS decide not to charge the individual with an offence, or decide to administer a caution, or the person is acquitted by a Court, the police should wherever possible aim to pass all information they have which may be relevant to a disciplinary case to the Headmistress.

Referral to DCFS

If on conclusion of the case the school ceases to use the person's services, or the person ceases to provide his or her services, the school should consult the local authority designated officer about whether a referral to DCFS is required.

SYCAMORE HALL PREPARATORY SCHOOL

POLICY FOR ADVERSE WEATHER CONDITIONS

It is the policy of the school to make every effort to remain open whenever possible.

The decision to close the school either before or during the school day will be made by the Headmistress. The school will only close if one or more of the following conditions apply:

P Conditions on site are dangerous.

P Conditions are considered to be or are anticipated to later become too hazardous for travel.

The school will make all practicable efforts to keep parents informed as to the situation with the school during adverse weather conditions, as we appreciate that such conditions and the uncertainty places considerable difficulties upon parents. However, parents are expected to check the website when it is clear that a closure is a possibility. The decision to close school will be made where possible before 7.00 a.m. And on the basis of information received from the media about the weather, also such agencies as the Met Office and supplemented by on the spot observation.

The school appreciates that during bad weather children may arrive later than normal; parents should endeavour to contact the school to let them know they are on their way if likely to be delayed. The school recognises there will be isolated instances where families are cut off. Even where the clear majority of children can get into school. In such instances parents should inform the school of the circumstances of this exceptional situation, as the school has a duty to clarify the circumstances of each case so as to be able to formally authorise the absence to the Local Authority. Where the school is officially closed all absence is counted as authorised absence.

In the event of the school having to close during the day due to unforeseen worsening weather or similar unforeseen circumstances, parents will be contacted by phone either at home or work or mobile number and asked to collect their children. Parents are asked to keep school informed of any changes in mobile telephone numbers. Such an early release will only be contemplated in extreme circumstances, ie. Heavy snowfall, flooding, storms, etc.

In the event of snow some pathways will be cleared and salted. Parents, children and visitors will be made aware that pathways do remain dangerous. Where necessary, essential pathways will be maintained as clear as possible throughout the day.

During adverse weather conditions the playground may be out of bounds to parents and children at the beginning and end of school, and if necessary during break times and lunchtime.

It may also be necessary to close school because of accommodation problems, for example, loss of power supply, heating failures or fire damage.

SYCAMORE HALL PREPARATORY SCHOOL

FAIR PROCESSING NOTICE - DATA PROTECTION LAYER TWO

Sycamore Hall Preparatory School processes personal data about its pupils and is a “data controller” in respect of this for the purposes of the Data Protection Act 1998. It processes this data to:

- P Support its pupils teaching and learning
- P Monitor and report on their progress
- P Provide appropriate pastoral care, and
- P Assess how well the school as a whole is performing

This information includes contact details, NFER assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. The Data Protection Officer for Sycamore Hall Preparatory School is Susan Nicklin. She can be contacted by post at Sycamore Hall Preparatory School, 1 Hall Flat Lane, Balby, Doncaster DN4 8PT or phone on 01302 856800 or Email sycamorehall@tiscali.co.uk.

From time to time the school is required to pass on some of this data to local authorities and the Department for Children, Schools and Families (DCSF). This data must only be used for specific purposes allowed by law - See below and to agencies that are prescribed by law, such as the Qualifications and Curriculum Authority (QCA), Ofsted, the Learning and Skills Council (LSC), the Department of Health (DH), Primary Care Trusts (PCT) and organisations that require access to data in the Learner Registration System as part of the MIAP (Managing Information Across Partners) programme.

The Local Authority (LA) uses information about children for whom it provides services to carry out specific functions for which it is responsible, such as assessment of any special educational needs the child may have,. It also uses the information to derive statistics to inform decisions on (for example) the funding of schools, and to assess the performance of schools and set targets for them. The statistics are used in such a way that individual children cannot be identified from them. The Data Protection Officer for Doncaster Council can be contacted by post at Civic Office, Waterdale, Doncaster DN1 3BU Tel 01302 737978 www.doncaster.gov.uk/services/d/data-protection

The Qualifications and Curriculum Authority (QCA) uses information about pupils to administer the national curriculum assessments portfolio throughout Key Stages 1 to 3. This includes both assessments required by statute and those that are optional. The results of these are passed on to DCSF to compile statistics on trends and patterns in levels of achievement. The QCA uses the information to evaluate the effectiveness of the national

curriculum and the associated assessment arrangements, and to ensure that these are continually improved.

[Www.qca.org.uk](http://www.qca.org.uk) Data Protection Officer, QCA, 83 Piccadilly LONDON W1J 8QA

Ofsted uses information about the progress and performance of pupils to help evaluate the work of schools, to assist schools in their self-evaluation, and as part of Ofsted's assessment of the effectiveness of education initiatives and policy. Ofsted also uses information about the views of children and young people, to inform children's services inspections in local authority areas. Inspection reports do not identify individual pupils.

www.ofsted.gov.uk Data Protection Officer, Alexandra House, 33 Kingsway London WC2B 6SE

The Learning and Skills Council (LSC) uses information about pupils for statistical purposes, to evaluate and develop education policy and monitor the performance of the education service as a whole. The statistics (including those based on information provided by the QCA) are used in such a way that individual pupils cannot be identified from them. On occasion information may be shared with other Government departments or agencies strictly for statistical or research purposes only. The LSC or its partners may wish to contact learners from time to time about courses, or learning opportunities relevant to them.

[Www.lsc.gov.uk](http://www.lsc.gov.uk) Data Protection Officer, Chelylesmore House, Quinton Road, Coventry, Warwickshire CV1 2WT

Learner Registration System (LRS) The Learning and Skills Council (LSC) also administers the Managing Information Across Partners (MIAP) Programme on behalf of the MIAP membership. More information about MIAP membership can be found at www.miap.gov.uk

The LSC is responsible for the development and operation of the Learner Registration service (LRS) and also the creation of a learner record.

The Learner Registration Service will enable organisations allowed by law and detailed at www.miap.gov.uk to access the ULN and contain it in their systems, thereby saving individuals having to supply the same information repeatedly to different organisations.

Details of how an individual may opt-out of sharing achievement data in their learner record with those organisations detailed at www.miap.gov.uk can also be found at www.miap.gov.uk Data Protection Officer, Chelylesmore House, Quinton Road, Coventry, Warwickshire CV1 2WT

Primary Care Trusts (PCT) use information about pupils for research and statistical purposes, to monitor the performance of local health services and to evaluate and develop them. The statistics are used in such a way that individual pupils cannot be identified from them. Information on the height and weight of individual pupils may however be provided to the child and its parents and this will require PCTs to maintain details of pupils' names for this purpose for a period designated by the Department of Health

following the weighing and measuring process. PCTs may also provide individual schools and LAs with aggregate information on pupils' height and weight.

[Http://www.hampshirepct.nhs.uk/index.htm](http://www.hampshirepct.nhs.uk/index.htm) Data Protection Officer at Hampshire Primary Care Trust Headquarters, Omega House, 112 Southampton Road, Eastleigh Hants SO50 5PB or email enquiries@hampshirepct.nhs.uk

The Department of Health (DH) uses aggregate information (at school year group level) about pupils' height and weight for research and statistical purposes, to inform, influence and improve health policy and to monitor the performance of the health Service as a whole. The DH will base performance management discussions with Strategic Health Authorities on aggregate information about pupils attending schools in the PCT areas to help focus local resources and deliver the public Service Agreement target to halt the year on year rise in obesity among children under 11 by 2010, in the context of a broader strategy to tackle obesity in the population as a whole. The Department of Health will also provide aggregate PCT level data to the healthcare Commission for performance assessment of the health service.

www.dh.gov.uk Data Protection Officer at Skipton House, 80 London Road, London SE1 6LH

The Department for Children, Schools and Families (DCSF) uses information about pupils for research and statistical purposes, to inform, influence and improve education policy and to monitor the performance of the education service as a whole. The DCSF will feed back to LAs and schools information about their pupils for a variety of purposes that will include data checking exercises, use in self-evaluation analyses and where information is missing because it was not passed on by a former school.

The DCSF will provide Ofsted with pupil data for use in school inspection. Where relevant, pupil information may also be shared with post 16 learning institutions to minimise the administrative burden on application for a course and to aid the preparation of learning plans.

Pupil information may be matched with other data that the Department holds in order to model and monitor pupils' education progression; and to provide comprehensive information back to LAs and learning institutions to support their day to day business. The DCSF may also use contact details from these sources to obtain samples for statistical surveys: these surveys may be carried out by research agencies working under contract to the Department and participation in such surveys is usually voluntary. The department may also match data from these sources to data obtained from statistical surveys.

Pupil data may also be shared with other Government Departments and Agencies (including the Office for National Statistics) for statistical or research purposes only. In all these cases the matching will require that individualised data is used in the processing operation but that data will not be processed in such a way that it supports measures or decisions relating to particular individuals or identifies individuals in any results. This data sharing will be approved and controlled by the Department's Chief Statistician.

Www.DCSF.gov.uk Data Protection Officer, DCSF, Sanctuary Buildings, Great Smith Street, London SW1Y 3BT

What Rights Does My Child or I (Parent/Guardian) have to access Information stored?

Pupils, as data subjects, have certain rights under the Data Protection Act, including a general right of access to personal data held on them, with parents exercising this right on their behalf, if they are too young to do so themselves. If you wish to access the personal data held about your child, then please contact the relevant organisation in writing.

In order to fulfil their responsibilities under the Act the organisation may, before responding to this request, seek proof of the requestor's identity and any further information required to locate the information requested.

Policy Reviewed March 2016

Next Review: March 2017

Date:- _____

SYCAMORE HALL

POLICY

on

INFORMATION COMPUTER TECHNOLOGY

Information Computer Technology is here to stay and forms an ever increasing part in our children's lives. We have moved quickly to being a society in which computers are essential.

Computers can be used as an additional source for learning and investigation across the curriculum. They are also useful for word processing and presentation of work. Whilst computers are certainly a useful tool it must be remembered that the best computer a child will ever use is his/her own brain. Therefore a computer should be used carefully so as not to encourage lack of understanding and laziness, i.e. Spell checks, etc.

A computer in the classroom should be seen as enriching that environment.

SCHOOL COMPLAINTS PROCEDURE

Sycamore Hall welcomes suggestions and comments from parents, and takes seriously complaints and concerns they may raise.

A complaint will be treated as an expression of genuine concern which needs a response. Complaints will be handled with the utmost confidentiality.

We wish to ensure that:-

Parents wishing to make a complaint know how to do so. We respond to complaints within a period of seven days and in a courteous and efficient way.

Parents realise that we listen and take complaints seriously. We take action where appropriate. Your complaint will be treated in a confidential manner and with respect. Knowledge of it will be limited to the Headmistress and those directly involved.

This policy is based on the principle that where at all possible, complaints and concerns will be dealt with informally. Where this proves unsuccessful the formal procedures will give the complainant a route to ensuring the issue is appropriately considered.

Formal procedures will only be invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further.

Where formal procedures are being followed detailed of complaints should be recorded at all stages. Accurate information of the investigation should be recorded, to avoid confusion at any later stage; this includes names, times, dates of events, etc.

Definition of a complaint:

An expression of dissatisfaction which needs a response from the school.

Most issues can be amicably resolved within the school.

Stage One

A complaint or concern should be made to the class teacher who will make every effort to resolve the matter.

Stage Two

Should this not be possible, parents should then make an appointment to see the Headmistress.

Investigating Complaints

Where the complainant is not satisfied with the response at stage 1 they can choose to take the matter to the formal complaints stage. They should put their complaint in writing addressed to the Headmistress.

The Headmistress is responsible for investigating all complaints. She will interview those involved and attend a meeting with the complainant. The Headmistress will listen to the nature of the complaint and offer any immediate solution to the problem.

Documentation of this meeting will be made. The formal complaint will be investigated and a decision conveyed in writing within 7 working days of receiving the formal complaint.

The Headmistress may decide to:

Dismiss the complaint in whole or part

Uphold the complaint in whole or part
Decide on the appropriate action to be taken to resolve the complaint

Depending on the nature of the complaint, some problems may be resolved with the introduction of an action plan over a period of time.

At the end of this period, a further meeting will take place to see if any improvement has materialised.

Recommend changes to the school's procedures or policies to ensure that issues of a similar nature do not recur.

Stage three

If the complainant is not satisfied with the outcome of Stage two, they can choose to take the matter to the next stage. They should request this in writing to the Headmistress Miss J. Spencer who will convene a meeting of the Complaints Panel within seven working days of receiving this letter. It will be referred to our Complaints panel, who will be presented with all the evidence and make a final decision on the matter. Parents will be invited to attend the hearing and may be accompanied.

Members of the Panel

Member of staff not involved in the complaint

Mrs. Linda Holloway, Head of English, Hayfield School, Auckley

Mrs. Grassi, Volunteer Teaching Assistant, Sycamore Hall

Please note that the decision of the panel, based on all the evidence, will be final.

All parties will be informed of the decision within five working days.

Parents will be given a copy of the record of the independent meeting if one is held.

Written notes of all proceedings will be kept confidential at all times.

Policy Reviewed May 2016 Next Review May 2017

SYCAMORE HALL

EQUAL OPPORTUNITIES POLICY

All individuals have the right to be treated with dignity and respect at all times.

Our policy applies to discrimination against people on any unjustifiable grounds, including the following:-

- P gender or marital status.
- P racial or ethnic grouping
- P age
- P nationality
- P sexual orientation
- P gender reassignment
- P religion or spiritual beliefs
- P responsibility for dependants
- P trade union activities
- P illegitimacy
- P prior offences

It is our aim that no person receives less favourable treatment or is disadvantaged by any form of direct or indirect discrimination.

Unfair discrimination cannot be eradicated merely by seeking to observe the letter of the law, but only by energetic, practical commitment of all concerned to promote equal opportunity.

In the employment field, selection criteria and procedures will be under constant assessment to ensure that individuals are selected, promoted, trained on the basis of their relevant merits and abilities.

Any occurrence of discrimination by or against employees will be investigated and could result in disciplinary action.

In the Classroom

It is the policy of the school that no pupil will be treated less favourably or is disadvantaged by any form of discrimination.

Lessons will be given on the importance of accepting and understanding differences in age, sex, culture, religion, racial, disability, appearance and intelligence as set out in our PHSE policy.

Children will be encouraged to treat everyone as an equal. Children are encouraged to report any form of discrimination against them to their class teacher.

Any incident of a discriminatory nature between children will be dealt with on an individual basis. The offending child will be lectured to show him/her how unfair his/her behaviour has been. In cases of repeated offenders, more serious action will be taken depending on the degree of discrimination, ie. bullying type action due to discriminatory reasons.

SYCAMORE HALL

CHILD PROTECTION POLICY

Teachers and staff are well placed to observe signs of abuse. All staff should be aware of the need for appropriate referral in cases of abuse. Our designated member of staff for child protection is Mrs. Susan Nicklin.

Child abuse can be physical, sexual, emotional or neglectful.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after.

Emotional Abuse

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities.

Neglect

Neglect is the persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment.

Signs to look for include:

1. The child may become withdrawn.
2. Look for any signs of physical abuse such as excessive bruising, cuts, broken limbs, etc.
Ask for an explanation from the child? Is the explanation convincing? How frequently?
3. The child may easily become upset and tearful.
4. Does the child look neglected - properly fed, clothed, etc.

5. Any comments by the child which may hint at any form of abuse.

A child is in need if he is unlikely to achieve or maintain or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him of services by a Local Authority.

Action to be taken

From observation or information received school staff may conclude that action is necessary because a child has, or may have, suffered abuse.

All staff should immediately consult with the headteacher or designated teacher.

In cases of unexplained or poorly explained minor injuries or where behaviour or comment arouse suspicion, the head teacher or designated teacher should seek advice and guidance from the Education Welfare Service or the Duty Social Worker for Doncaster. A register check should be sought.

In cases of clearly serious injuries or serious allegations the head or designated teacher should immediately contact the Duty Social Worker who should undertake a register check.

The headteacher or designated teacher to be prepared to provide advice and information to investigating social services and police staff and also to attend a Child Protection Conference which may need to be called at short notice after any investigations.

There are two types of Child Protection Conference:-

P the initial Child Protection Conference

P The Child Protection Review

The Child Protection Conference is an opportunity for the family and the professionals involved with them to exchange information and to plan together. The initial CPC would be convened following an investigation which indicates that an incident of abuse has occurred or when a child is living in a household where a person involved in child abuse lives or frequently visits.

The inclusion of a child's name on the Child Protection Register will only occur following a Child Protection Conference. Before a child is registered the conference must decide that there is, or is a likelihood of, significant harm leading to the need for a Child Protection Plan.

Teachers may be called upon to be members of Core Groups. Core group members have a responsibility to action the Child Protection plan from case conference. This should include:-

P informing the child and family about registration, the reasons and implications.

P carry out a comprehensive assessment of the family, focusing on identification of risk factors to the child

P to determine and implement a monitoring plan to ensure that the child is seen regularly in a co-ordinated manner by the relevant agencies

P to update the Child Protection Plan by making recommendations to Child Protection Reviews

P to specify the discrete roles and responsibilities of each professional involved with the family

Allegations of abuse should be made to the Social Services Department in the first instance, by the headteacher (designated teacher).

The Local Authority has a general duty to investigate situations where it appears that there may be a need for Social Services' support to promote the welfare of a child. The Social Services Department has a particular responsibility to investigate reports of children at risk and to take appropriate action to protect the child and to promote the welfare of the child. These duties apply to all children in the community.

The headteacher should consult with their Senior Education Welfare officer at all appropriate stages.

The objectives of an investigation are:

P the protection of the child

P the prevention of further abuse

P the collection of evidence for any appropriate legal proceedings

P the initial assessment of the child and family with a view to providing appropriate intervention and treatment.

P to establish the facts about the circumstances giving rise to the concern

P to decide if there are grounds for concern

P to identify sources and levels of risk

P to decide protective or other action in relation to the child and any others.

Abuse carried out by children or young people

When abuse of a child is alleged to have been carried out by another child it is important that the appropriate child protection procedures should be followed in respect of both the victim and the alleged abuser.

In minor incidents, the matter can be dealt with by the headmistress. A full report should be made and action taken recorded.

In incidents of a serious nature, it may be necessary to refer the matter to the Child Protection Section in Social Services, Doncaster.

Special Circumstances

Children who allege that they have been abused have the right to a consistent investigation service, irrespective of the identity, profession or status of their alleged

abuser. In cases where the alleged abuser is a professional, then there are additional considerations to be made.

The school may institute an investigation to ascertain whether there has been misconduct or gross misconduct on the part of the staff member.

Staff hearing the allegation should listen carefully to the child, without prompting or asking leading questions. The designated member of staff with child protection responsibility should then be contacted.

Depending on the seriousness of the allegation, the Doncaster child protection co-ordinator should be contacted and a full report made. Suspension of staff may be required.

It is the responsibility of the local authority and the police force to co-ordinate and conduct an investigation .

Appropriate disciplinary action to be enforced should the investigation reveal an offence has been committed.

SYCAMORE HALL PREPARATORY SCHOOL

POLICY ON BEHAVIOUR

We make every effort to provide a safe, caring environment, where the children have the security of knowing they are respected and valued as individuals.

We are committed to creating the conditions for a calm, orderly community where consideration, tolerance and mutual respect are paramount. We believe these values are critical in creating a positive, encouraging atmosphere where effective teaching and learning can take place. This depends on close co-operation and support, a clear structure of expected standards of work and behaviour and a fair, consistent approach.

All children need firm, consistent boundaries within which they can operate. They will inevitably test these boundaries, but it is important that a value system is upheld which supports children and enables them to develop responsibility and come to their own judgements.

Self-discipline, is, we believe, the best form of discipline and we seek to develop and foster this in the children from the moment they start school.

We recognise the importance of a close home/school partnership and involve parents in the management of children's behaviour wherever possible.

Aims

We aim to:-

1. Develop and maintain an agreed framework for discipline which emphasises praise and a positive approach, is clearly understood by all and is consistently applied.
2. Provide a relevant, interesting and stimulating curriculum which is appropriately differentiated and maintains a high level of motivation.
3. Use appropriate teaching methods which encourage self-motivation, self-discipline and self-esteem, give opportunity for co-operation and build on achievement and success.
4. Foster a school ethos which values the contributions of all staff and pupils and encourages the building of good relationships.
5. Involve parents in the behaviour policy of the school and to ensure adequate and prompt communication with them on matters of mutual concern.

OBJECTIVES

Through a consistent approach to behaviour management, our objectives are that:-

1. Children should:

- P Learn to understand what good behaviour means.
 - P Learn to respect themselves and to show courtesy and respect to other children, adults and animals.
 - P Learn to show care, consideration and tolerance towards others.
 - P Develop confidence and self-esteem.
 - P Learn the value of friendship.
 - P Become self-motivated and work hard to achieve their full potential.
 - P Show self discipline and a sense of responsibility.
 - P Feel valued, happy and secure.
2. Teachers should:
- P Be able to teach effectively with few behaviour problems.
 - P Be able to meet the needs of all children.
 - P Involve parents in a positive way.
 - P Offer support to each other.
 - P Develop professionally.
3. Parents should:
- P Feel confident that their children are growing personally, socially and academically.
 - P Know that their children will receive support if they need it.
 - P Feel welcome in school in the knowledge that they can discuss their children's progress or any problem in a positive, supportive atmosphere.

BEHAVIOUR WE DO NOT TOLERATE INCLUDES THE FOLLOWING

Bullying
 Physical and verbal abuse
 Swearing
 Name calling/teasing
 Fighting
 Disobedience
 Damage/stealing of property and equipment

POLICY IN PRACTICE

Teaching and Learning Approaches

We can take positive steps to encourage good behaviour and minimise the conditions for children to misbehave in the following ways:-

1. By creating a pleasant, relaxed but purposeful atmosphere in the classroom, where children are respected, expected to show respect in return, and have a clear idea of our expectations.

2. By emphasising and building on success. All children seek approval, and praise and encouragement are far more effective than criticism and punishment. We aim to develop self-esteem by showing children that we value their efforts and achievements. A child who has a low sense of worth or feels a failure is more likely to behave in an unacceptable way.

3. By encouraging the development of self-confidence. Allowing the children to make small decisions for themselves from an early age, and gradually allowing them to take more responsibility for their own actions, enables them to become more aware of, and confident in, their own abilities.

4. By showing the children that we take pride in the school and value their contributions. The way we organise the classrooms and the quality of the displays around the school are evidence of this. We can only expect the children to care for, and show a pride in their surroundings if we set correct examples.

5. By organising our classrooms in an orderly way. Materials used by the children should be tidily and conveniently stored and easily accessible. We can then encourage independence by allowing children to choose and get their own materials where possible (with the minimum of fuss) and insist on thorough tidying away afterwards. Poor classroom organisation can create confusion and aimlessness in the children which can often lead to bad behaviour.

6. By providing carefully planned activities which are interesting, stimulating and appropriately differentiated. A child is less likely to misbehave. Boredom and lack of direction may lead to bad behaviour.

7. By always showing consistency of approach. Children are more likely to accept a code of behaviour if it is clearly understood and consistently and fairly applied.

8. By making every effort to foster good relationships and emphasising the importance of courtesy, thoughtfulness, honesty, kindness and loyalty. These attitudes need reinforcing all the time.

9. By ensuring appropriate supervision of children at all times, ie. In the classroom or school grounds. Children need to be aware of this supervision and the reasons for it.

10. By giving the children increasing responsibility as they develop and mature, showing them that we trust them and value their opinions and individual contributions to the school community.

RULES, REWARDS AND SANCTIONS

Classroom Behaviour

In order to fulfil our aims and objectives, we have developed a clear code of conduct based upon a balanced combination of rewards and sanctions.

It is important that everyone in school clearly understands what is acceptable behaviour and what is not, and that unacceptable behaviour is dealt with in a consistent way.

Behaviour is considered to be inappropriate if it hinders a teacher from teaching or children from learning.

In order to promote high standards of behaviour, we, as teachers, need to be clear about our expectations in the classroom and ensure that these are clearly communicated to the children.

It is important that classroom rules are unambiguous, kept to a minimum, clearly understood by the children and in effect at all times.

It is also important that we focus our attention on positively recognising good behaviour in order to clearly communicate our expectations to the children. By praising children as they work hard and follow rules we are reinforcing the attitudes and behaviour patterns we value.

Children also need clear boundaries. Consistent use of positive recognition will help motivate children to behave well, but there are times when children test these boundaries and choose inappropriate behaviour. They have to learn that unacceptable behaviour carries real consequences.

Through a clear and consistently applied framework for discipline, we should teach children to choose behaviour which is socially acceptable and beneficial to them and the rest of the class.

CLASSROOM CODE OF CONDUCT

Classroom rules should be fully discussed with the children. They need to fully understand them and the reason for them. They should be agreed by the class and displayed in the classroom.

Rules may vary slightly in wording according to the age of the children but it has been agreed that they are based on the following:-

- (i) Follow instructions.
- (ii) Keep hands, feet and objects to yourself.
- (iii) Always be kind to others.

Positive Recognition

We believe that good behaviour should be recognised in the following ways:-

1. Verbal praise.
2. Encouraging wider recognition of particular effort by:-
 - sending child to another class with work
 - extra recognition in assemblies.
3. Extra responsibilities, e.g taking messages.
4. Sending child to Head for extra praise.
5. Award Endeavour Cup for pupil who has worked extra hard and for good behaviour.

Consequences

We have agreed to apply the following sanctions in cases of misbehaviour

First Time	Verbal warning/name recorded
Second Time	Grounded one break time
Third Time	Grounded all day
Fourth Time	Referral to Headteacher Name in behaviour book
Fifth Time	Referral to Headteacher Parents contacted to discuss ways to improve behaviour

In very serious cases, advice may be sought from the Education Welfare Officer or the School Psychological Service

PLAYGROUND CODE OF CONDUCT

Children need to be equally clear about what is expected of them in the playground.

The children are encouraged to always consider other children in the playground.

The children should have a thorough understanding of the following:-

- (i) They should play in the designated areas.
- (ii) They should not come back into school unless permission is given by a teacher.
- (iii) They should observe the procedure for when the bell rings.

Failure to observe these rules (e.g. Running onto garden area) should be interpreted as not following instructions.

As in the classroom, we reinforce good behaviour wherever possible by praise and positive recognition. However, we have agreed in the following sanctions to be applied in cases of misbehaviour.

First time Verbal warning/name recorded

Second Time Grounded for one break

Third Time Grounded all day

Fourth Time Referral to Head/name in behaviour book

Fifth Time Referral to Head/Parents contacted.

It is important that the children receive the same messages from all members of staff and that rules and standards are consistently applied.

SYCAMORE HALL PREPARATORY SCHOOL

Induction Procedure - Reception

As we do not have a nursery, our children arrive having varied pre-school experiences. Some children may have attended nursery or playgroup. Others come straight from home.

We aim to make the transition from home to school or from nursery/playgroup to school as smooth and anxiety free as possible. Liaison between school and the local playgroup and nurseries is seen as a valuable contribution towards achieving this aim.

Parents are invited to look around the school and speak with the Headteacher who gives a short talk about the aims of the school and the induction process. Members of staff are introduced and the parents are given the chance to ask questions.

At this meeting the parents are given a copy of the school information booklets and:-

School Prospectus

How to help your child with Talking, Listening, Reading, Writing and Maths

Parents are also asked to take a copy of the "Pre-school Profile" to fill in and return to school on their next visit. School dress requirements are also given out.

Parents are invited to stay for tea and coffee and look around the school. There is a further opportunity to ask questions informally.

New entrants, together with their parents if necessary, are invited to spend part of the morning in school. During this familiarisation visit the children meet their new teacher, see their new classroom and are invited to look around the school and see children working. They also take part in our morning assembly, if applicable. Each child is given a little "Welcome to Sycamore Hall" booklet prepared by the reception teacher.

Individual meetings with the reception teacher provide a valuable opportunity to begin to build good relationships with parents and their children. They also give parents the chance to ask questions and air any worries or concern that they or their children may have.

We feel it is essential that we, as teachers, ensure that we give active and positive encouragement to parents, so that the contributions they make to their child's education is fully recognised and seen to be valued. In this way we can begin the process of building the strong home/school links we know provide the basis for success in the future.

SYCAMORE HALL PREPARATORY SCHOOL

Admission Policy

Sycamore Hall accepts pupils from the age of 4 to 11.

The preconditions for admission are that:-

1. The applicant is of the appropriate age and judged by the Headmistress to have sufficient maturity.
2. The applicant enjoys satisfactory general health.
3. The applicants learning difficulties and other special needs (if any) in the opinion of the Headmistress, can be managed and fully met.
4. The present school (if applicable) reports satisfactory attitudes and conduct on the part of parents and applicant.

The applicant's skin colour, race, nationality or ethnic origin, religious faith or area of residence are not taken into account in the assessment of a pupil for admission.

Should there be insufficient places for the number of applicants then those children with brothers and sisters at the school already will have priority.

After an initial visit to the school, parents are invited to apply in writing for a place to be reserved in the appropriate class. Written confirmation of the availability of such a place is sent to each applicant.

New entrants, together with their parents if necessary, are invited to spend part of the morning in school. During this familiarisation visit the children meet their new teacher, see their new classroom and are invited to look around the school and see children working. An assessment of the child is also made during this visit.

Admission takes place in the September after their if an intruder enters the premises the safety of the children is of the utmost priority.

1. The intruder will be observed closely by a member of staff (Mrs. S. Nicklin) who will also try to ascertain the nature of his business and how much of a threat he/she is.
2. All children will be summoned to the School Hall and accompanied by a teacher.
3. The Headmistress will contact the local police.

Procedure for Children's Departure

Children will not be released to individuals other than the parent without prior consent from the parent. This may be verbal. A child will not be released into the care of a person unauthorised under any circumstances.

If for any reason a child is not collected from school he/she will remain on school premises under the supervision of a teacher until the parents can be contacted and suitable arrangements made for collection.

SYCAMORE HALL PREPARATORY SCHOOL

MARKING POLICY

Marking is a key component in the learning process. It is the teacher's way of praising a pupil's successes, identifying errors, encouraging improvements and valuing efforts. The setting of targets ensures that pupils always know what they have to try to achieve and positive comments form a permanent record of a pupil's progress and achievement.

Underlying Principles

1. Marking involves several different purposes which take up a significant amount of teachers' time. If it is to be useful it must be both supportive and diagnostic.
2. It should be remembered that the main aim of marking is to improve pupil's work.
3. The ways in which teachers respond to pupils' work both orally and in written format significantly effects motivation, attitude and rates of development. The most beneficial marking will encourage pupils to maintain a kind of dialogue with the teacher.
4. Marking is not an end in itself, but part of the feedback and evaluation which should encourage pupils' ongoing improvement.
5. Effective marking can also help parents to understand the strengths and weaknesses in their child's work.

Purpose

1. To raise attainment by ensuring that pupils have regular and clear feedback about the strengths and weaknesses in their work.
2. To celebrate pupils' achievements and recognise their efforts.
3. To build confidence by commenting positively and offering encouragement for a pupil's efforts.
4. To provide information for parents and others about a pupil's progress.
5. To ensure progression.
6. To develop guidelines for teachers to support consistency in marking.

Policy into Practice

1. Before starting the work, we should explain to the pupil which aspect of the work is being marked, e.g. In a story, the teacher may be focusing on purpose and organisation of the work rather than grammar or spelling.
2. When work contains errors, discretion and sensitivity should be exercised. A manageable number of areas for correction should be selected. Marking every mistake can have a negative effect as it does not value the pupils' efforts.
3. Marking should be in red ink where appropriate.
4. Written comments by the teacher should be as positive and constructive as possible. Any critical comment should be accompanied by the setting of short term, achievable targets for improvement.
5. Pupils should be encouraged to read and be aware of the teachers' comments before doing another linked piece of work so that they can hopefully take note of them.
6. Pupils need to be involved in the marking of their own work where possible (blue ink).
7. Each piece of work should be marked according to its purpose and the ability and level of each pupil.
8. Always recognise, encourage and reward pupils' effort and progress.
9. The policy will be monitored by the Headmistress through work sampling.

SYCAMORE HALL PREPARATORY SCHOOL

POLICY

For

ART

Art has a high profile in Sycamore Hall Preparatory School. We believe it to be a natural way of communication for young children and an area in which they can, from the beginning, feel successful. It is a means whereby children can communicate and express their ideas, experiences and feelings and develop their imaginations. In addition, it contributes to the development of fine motor and observational skills which are of crucial importance in all areas of the curriculum.

We therefore believe that every child should have the opportunity to discover and understand his/her world through a real, rich and relevant art curriculum. This can be achieved through careful looking, analysing and recording. We emphasise the importance of direct observation and first hand experiences both inside the classroom and within the wider environment in order to develop visual literacy, skills and understanding.

Strong curricular links exist between art and other curriculum subjects and foundation curriculum requirements through the Early Years, KS1 and KS2.

It is also taught as a separate subject.

SYCAMORE HALL PREPARATORY SCHOOL

POLICY

For

PHYSICAL EDUCATION

Physical Education experienced in a safe and supportive environment makes a vital and unique contribution to a pupil's physical and emotional health, development and well-being.

A balance of individual and team, co-operative and competitive activities cater for each pupil's abilities and preferences, and provides for pupils' increasing self-confidence, though an ability to manage themselves in a variety of situations.

Physical activity is combined with decision making and selecting, refining, judging and adapting movements. Through these actions pupils should be encouraged to develop the personal qualities of commitment, fairness and enthusiasm.

By providing enjoyable and stimulating learning experiences we also hope that children will be motivated to pursue active recreational and leisure pursuits in adult life.

SYCAMORE HALL PREPARATORY SCHOOL

SCHOOL HOURS

Session Times

Morning 8.50 a.m. - 10.30 a.m.
Break 15 minutes
10.45 a.m. - 12 Noon

LUNCH TIME

Afternoon 1.15 p.m. - 2.30 p.m.
Break 15 minutes
2.45 p.m. - 3.45 p.m.

SYCAMORE HALL PREPARATORY SCHOOL

POLICY

For

HISTORY

The past has had an effect on all aspects of our lives. What has gone before has shaped and influenced what is happening today and what will happen in the future

Through history, children can learn more about themselves and their families, about the experiences of other human beings, about their own locality and about their national past. History helps pupils make sense of the world in which they live.

SYCAMORE HALL PREPARATORY SCHOOL

POLICY

For

ENGLISH

‘In studying English pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively’ (N.C. 199)

Language extends through all areas of the curriculum and the ability to communicate effectively is essential to everyday life.

Within our school we provide learning experiences through which the children can develop and extend skills of speaking, listening, reading and writing.

We welcome the child’s language as it exists and use this as a foundation for future development. Most children have a high degree of language and literacy knowledge before they start school and know much more than they ever say. We recognise the need to draw on this knowledge and develop and extend the child’s ability, so increasing the range and variety of purposes for which children can understand and use language.

SYCAMORE HALL PREPARATORY SCHOOL

POLICY

For

MATHEMATICS

Mathematics is a language, a form of communicating and explaining facts by the use of symbols and diagrams.

It is also a way of conveying ideas and information and it is used in the performance of practical tasks and in the solution of real-life, everyday problems. It will be used more with technological advances. Therefore, the ability to think clearly and logically, with a flexibility of mind and precision of language is essential. It is essential that we develop the pupil's awareness of the relevance of maths in the world outside the classroom.

Our approach to the teaching of mathematics is based on the school's underlying ethos that pupils have rich and meaningful first hand experiences.

Our general aim is to encourage pupils to develop their mathematical thinking through a wide range of experiences, whilst ensuring systematic progression and continuity. Ultimately we want our pupils to be able to meet the challenges they encounter in everyday life. In addition, we want them to satisfy their natural curiosity and enjoy mathematics for its own sake.

OBJECTIVES

In order to achieve our aims, the pupils should:-

1. Be engaged in active, independent mathematical thinking.
2. Use the methods of calculation as recommended and shown by the class teacher.
3. Question their findings and refine them.
4. Work independently whenever possible.
5. Discuss their work with others.
6. Actively partake in mental arithmetic lessons.
7. Develop skills in selecting and using a wide range of mathematical tools, e.g. measuring equipment, construction kits, computers, etc.)
8. The use of calculators is banned. The best calculator a child can use is his/her brain. Children need to understand and use the theory behind the mathematical concept.
9. Develop mental methods and confidence in the use of these in a range of situations.

Time Allocation

One session per day (one hour 10 minutes)

POLICY IN PRACTICE

Curriculum

For most of the time mathematics is taught as a separate subject in the daily maths lesson.

However, we also recognise that links between maths and other areas of the curriculum provide a variety of opportunities for using and applying mathematical skills in realistic and interesting contexts. Links are therefore made to other areas of the curriculum where appropriate.

Differentiation

How we cater for pupils of different abilities and interests will vary, depending on the nature of the task/activity. We should use a variety of open ended and closed tasks. More able pupils will undertake a range of closed tasks and open investigations. Similarly the less able pupils will receive more structured activities (to give them more support) as well as these open ended tasks.

If the task is similar for all pupils then we must differentiate by outcome. Our level of expectation will depend upon the individual pupil. Sensitive and appropriate intervention is necessary to ensure that each pupil's needs are met and that the level of the challenge is geared to the ability of the pupil.

Sometimes we differentiate by task, i.e. Providing activities at different levels to meet the needs of each child.

During mental arithmetic sessions the less able will be given questions at their level to get them involved.

Special Needs

We should ensure that less able pupils are provided with appropriate activities and are given a higher level of support which will enable them to achieve some success. These pupils require extra reinforcement and consolidation before moving on further and need to progress in very small steps. They may need extra counting activities and practise at a basic level and may continue to need the support of counting equipment.

At the other end of the ability range are pupils who require activities of a more challenging nature where there should be a high expectation of their performance. These pupils have an equally special need and require work to push them to their full potential.

Equal Opportunities

All pupils have equal access to the maths curriculum regardless of age, ability, gender, race or religion. Both boys and girls are encouraged to take an active part in mental maths and investigations and to achieve their full potential.

SYCAMORE HALL PREPARATORY SCHOOL

POLICY

For

DISPLAY

Display is used in our school in a variety of ways to enhance teaching and learning and promote the aims and values of the school.

Purposes of Display

1. To celebrate children's work

By showing children we value their efforts and achievements, we are encouraging them to feel a pride in their work.

2. To promote and maintain high standards of work and presentation

Work of high quality around school can be referred to and used to enhance teaching and learning in the classroom (e.g. Techniques used in pattern work, stitches used to create an effect, etc.) Work of quality is often retained from previous years to be displayed at a later date for this purpose.

3. To encourage and motivate the children

Displays in the classroom should not always be the best work in the class. We should provide an incentive to each child by ensuring that each of them is given an opportunity to have work on the walls which shows his/her best effort.

4. To stimulate work in the classroom

Sometimes a display of photographs, artefacts, posters, commercially produced pictures, etc. Can be used to provide a stimulus for work in the classroom.

5. To pose questions/invite an investigation

This may be for example a science investigation, geographical enquiry or fact finding exercise. It may include a variety of objects/artefacts, children's work, reference material, questions posed by the teacher or children, etc. It should invite interaction from the children.

6. To provide information/reinforcement

A display may offer information about the topic/subject being studied and can therefore

enhance teaching and learning in the classroom.

This may include:-

- Literacy board, e.g. Lists of key words, reinforcement of spelling rules, etc.
- Numeracy board, e.g. Mathematical language, tables, etc.

7. To interact and reflect ongoing work

This may be a temporary display, etc. The result of a brainstorming exercise carried out with the children.

8. To create a feeling or mood/stimulate the imagination

This may include such things as a colour display, hot or cold display, etc.

9. To aesthetically improve the environment we provide for the children

Well thought out displays in the classroom and around school contribute to the provision of a welcoming and stimulating environment and reflect the care we take, and the pride we show in our surroundings.

Guidelines for Display

1. Care should be taken with the choice of paper when mounting to ensure the colour complements the work to be displayed.

2. Work for display is usually double mounted. However, depending on the nature and size of the work, a single mount may sometimes be more appropriate. There are also occasions when a triple mount is necessary.

3. Colours should be carefully considered when covering boards to ensure that the background enhances, rather than detracts from the materials to be displayed.

4. How a display is arranged will depend on its nature and purpose and the type of material being used. In all cases, however, attention should be given to its aesthetic appearance and when lining up work, concern should be shown for the outer shape of the complete display.

5. Displays should include labels or an explanation if applicable. It may also be appropriate to display the learning objective/s which promoted to the finished work on display.

6. Displays need to be maintained, i.e. Tidied and dusted regularly and pins replaced as necessary.

SYCAMORE HALL PREPARATORY SCHOOL

POLICY

For

SCIENCE

We believe that science increasingly permeates almost all aspects of our daily lives, and that as adults we frequently need to bring a scientific approach to a variety of social and economic issues. It is essential therefore that children are encouraged to view science as a way of thinking and working as well as a separate subject.

Children are naturally inquisitive, eager to explore and find out more about the world around them. Science can help their understanding both of their immediate environment and beyond.

In our school we have an underlying ethos of providing a variety of meaningful first hand experiences and science teaching is approached as much as possible in this manner.

SYCAMORE HALL PREPARATORY SCHOOL

POLICY

For

ASSESSMENT

Every child should have access to a broad, balanced curriculum which is relevant to and caters for individual needs and stages of development.

It is vital that there is continuity and progression in the learning process to ensure that each child feels secure and is suitably challenged according to his/her individual needs and ability.

Assessment is vital in the process of improving the quality and effectiveness of teaching and learning. It can be used to give information on progress (summative) or to suggest future learning targets (formative). Both forms of assessment are equally important and should be an ongoing, integral part of the teaching and learning process for each child.

We recognise that, in order to make appropriate assessments we must be open to what pupils are saying and doing, receptive to their ideas and aware of their need to learn in different ways.

It is the policy of this school to ensure that the achievements of all children are celebrated and that the assessment process is used to improve and enhance the quality and effectiveness of teaching and learning.

In addition to measuring the success of individual children, it is also our policy to use information from the assessment process to measure the success of our school, maintain its high standards and set targets for further improvement.

AIMS

In order for assessment to be effective, we are aiming to develop the following:-

1. A consistent approach based on commonly understood criteria and clear curriculum intentions.
2. A focus on positive achievement where strengths are clearly recognised and areas for development are identified.
3. Involvement of the pupils, so they have a clear understanding of what is expected of them and how they can improve.
4. The use of appropriate assessment and achievement records to plan future learning for individuals.
5. Formal testing in English and Maths using N.F.E.R. Tests at ages 8, 9 and 10.
6. Parental involvement by reporting what has been taught, targets set and pupil progress.
7. A system for the analysis of pupil data and its use to support school improvement.

SYCAMORE HALL PREPARATORY SCHOOL

POLICY

For

READING

Key Stage 1

As reading ability progresses, every effort should be made to maintain a positive enthusiastic approach. Reading must continue to be seen by the child as an enjoyable activity where success is felt and confidence is built.

1. Reading skills are taught on a daily basis during the morning reading session.
2. It is the policy of the school to listen to every child read individually on a **daily** basis, as great emphasis is placed on reading skills.
3. For their individual reading book the child is allowed to choose from the range of books to suit his/her reading ability. These have been chosen from many different published schemes.
4. A child will progress onto the next level only when all the titles from their particular level have been completed.
5. Children are given the opportunity to predict and retell a story on a regular basis.
6. Opportunities are given for children to share and read books together and with each other.
7. Reading is encouraged in a wider sense. Children reading their own work to others and the reading of a range of purposeful print in the classroom. Following written instructions and recipes and reading signs and notices are some of the things that will all help the children appreciate the need to read.
8. Children are introduced to non-fiction material from the beginning. This includes reference books (including those relating to a topic), stories about famous people/events, atlases and dictionaries.
9. Information and Communication Technology provides a valuable resource for reading - story tapes, Maths, English and Science based CD ROMs, General IT skills, etc.

10. Frequent opportunities should be provided to encourage individual sustained silent reading.

11. We aim to promote an enthusiastic interest in books from an early age. Discuss various books, authors, illustrators etc. Give opportunities for children to write their own book reviews. These can be shared and discussed with others.

12. Parents need to be continually involved in the process of their child's reading development.

Key Stage 2 Years 3-6

Reading activities in KS2 should be an extension of those in KS1. Children should be encouraged to develop as enthusiastic, independent and reflective readers.

1. The frequency with which a child reads aloud to an adult will vary according to his/her ability and level of progress but at least twice a week.

2. Children should be given opportunities for both independent and shared reading. Children are also taught reading skills during regular guided reading sessions.

3. Clarity and expression need to be developed. Attention should be drawn to punctuation and its effects.

4. Keep a check on a child's level of comprehension. A fluent reader may not always understand the material he/she is reading.

5. We should provide opportunities for 'in depth' discussion - the understanding of plot and characters or to develop the skills of prediction and analysis.

6. Encourage children to read widely, to bring books/magazines from home, to be aware of newspapers and to use public libraries.

7. Book reviews, where opinions can be shared, are often quite motivating.

8. In order to develop their ability to read with fluency, accuracy, understanding and enjoyment, children's reading should be extended through more increasingly demanding and challenging texts.

9. When reading children should be encouraged to find out the meaning of unfamiliar words.

10. Dictionaries, thesaurus, glossaries should be readily available in the classroom and easily accessible to the children. The skills for using them should be taught and reinforced.

11. Materials to be used in all aspects of reading should be carefully selected to develop the skills of:

- understanding of plot/characters/setting

- sequencing and prediction
- vocabulary/format
- fact/opinion
- inference and deduction

Materials may include comprehension exercises planned according to the children's ability and used appropriately.

12. Children should be given the opportunity to read for different purposes, adopting appropriate strategies for the task. This includes:

- skimming to gain overall impression
- scanning to locate information
- detailed reading to obtain specific information.

13. Research skills need to be developed. Children should:

- consider what they already know about the subject
- identify information required/pose questions
- use appropriate strategies to find information
- make notes
- re-present information in the required form.

SYCAMORE HALL PREPARATORY SCHOOL

POLICY

For

WRITING

Key Stage 1

As children become more confident in the writing process they should be given the opportunity to write for a wider variety of purposes and for a wider audience. Our approaches must be flexible according to the ability and needs of the child. We must encourage a feeling of success and need to be sensitive and aware of the child's stage of development in order to gauge the level of support required.

1. We should encourage independence by:-
 - allowing some choice in what children write about.
 - always making a positive response to what has been written.
2. There should be a variety of aids in the classroom, e.g. Keyword lists, published dictionaries, word banks, etc.
3. Children should be encouraged to come out and ask for spellings if they are unsure.
4. Introduce the look/remember/cover/write/check technique when appropriate. This encourages a more visual approach to spelling.
5. We must have a positive attitude to the content of the child's work but at the same time spellings must be corrected. If there are too many spelling mistakes in one piece of work then correct so many of them, i.e. 50%.
6. As fluency increases, the children need to become aware of the content and structure of their writing and encouraged to read through their own work and begin to assess it.
7. We should encourage the use of appropriate vocabulary not just the first word that is thought of. Include opportunities for children to choose about what they want to write.
8. The children should work towards a wider and increasingly correct use of punctuation. Capital letters, full stops and a range of sentence punctuation should be introduced.
9. Allow children to work together in pairs or on group tasks, e.g. Story, poem, science recording. Word processing is particularly useful for this.
10. Correctly formed handwriting is very important and needs to be regularly practised. Cursive writing to be introduced when the child has adequate pen control and is ready but usually at about 6 years 5 months.
11. Redrafting needs to be introduced and used where appropriate.

12. Give relevant, positive and encouraging feedback to children about their writing. This will often be as well as suggestions for how they can further improve their work.

13. Sensitive intervention is important in order to develop skills and competence. We should intervene in order to help children to:-

- sequence/structure sentences.
- develop content.
- improve clarity.
- develop vocabulary.
- improve spelling and punctuation.
- improve use of grammar.
- develop handwriting.

14. Children should have the opportunity to play word games, e.g. Word families, word endings, word sounds.

Handwriting

Handwriting is practised on a regular basis. Attention should be given to the following along with 'The Handwriting Code'

1. Holding pencil/pen correctly.
2. Sitting properly in a correctly chair.
3. Position of Paper.
4. Correct letter formation i.e. Where to start and where to finish.
5. Letter shape and regularity of size.
6. Ascenders and descenders.
7. Correct use of capital letters i.e. not in the middle of words.
8. Attention to regularity of spacing of letters and words.

Cursive writing to be introduced when the child is ready but between 6-7.

Presentation

There should always be high expectation of presentation.

The date should always be written at the beginning of a piece of work and underlined using a ruler.

Numbers of questions should be written in the margin.

Rulers should be used to draw lines in maths work.

Templates and linecards should be introduced as soon as possible.

SYCAMORE HALL PREPARATORY SCHOOL

POLICY

For

WRITING

Key Stage 2

Depending on the ability of the child some of the many guidelines in KS1 may skills be relevant and should be read in conjunction with the following:

1. Tasks should be increasingly demanding as children progress through Key Stage 2 according to the ability of the child.
2. They should write for a wider range of audiences/purposes.
3. Children need to be aware of the type of writing required to suit the audience/purpose e.g. Formal, informal, etc.
4. They should be encouraged to choose an appropriate tone, style, format and vocabulary for audience/purpose.
5. Children should be given opportunities to plan, draft and improve their work either on paper or when word processing.
6. The skills of note-taking should be taught and further developed and where appropriate used in the drafting process. The following steps are likely to be included in the drafting process:-
 - (a) Teacher clearly defines the task, the audience and purpose and the form of writing.
 - (b) The child uses initial ideas to plan a piece of work.
 - (c) Ideas are developed to produce a first draft.
 - (d) The child evaluates the first attempt either individually or collaboratively.
 - (e) The child may revise the work by altering or improving the draft.
 - (f) Further proof reading to check for spelling, punctuation, etc.
 - (g) A final best copy will be made.

7. Word banks or lists of words connected with a topic should be used for children to focus on/learn.
8. Spelling can be linked to handwriting e.g. Using topic words, word families and commonly mis-spelt words for handwriting practice.
9. Appropriate spellings can be given to the children to be learned and tested. They should learn the meanings of these words and be encouraged to use/write them in context.
10. Parents should be kept as fully informed as possible about methods used in school.

Setting out and Presentation

1. The children should be encouraged to have high expectations of themselves in all aspects of presentation.
2. The date to be written at the beginning of each piece of work and underlined using a ruler.
3. Headings are to be underlined.
4. Sums should be set out neatly using two columns. Templates to be used for this purpose.
5. Work for the wall should be neat with no mistakes or crossing out.
6. At Key 2 stage written work to be in ink.

Handwriting

Refer to the Handwriting Code.

Children should be encouraged to develop a clear, legible cursive style.

Handwriting to be practised on a regular basis in handwriting books.

SYCAMORE HALL PREPARATORY SCHOOL

POLICY

For

RISK ASSESSMENT

Risk assessment policy is reviewed on an annual basis. It identifies risks and hazards both indoors and out, including equipment, materials and procedures.

Potential areas of risk identified:-

1. Electricity and Gas

All electrical appliances are inspected on an annual basis by qualified firm. Any recommendation made are carried out. Electrical equipment and cables always positioned to avoid accidents. All electrical appliances are switched off by members of staff at end of day. Children are not allowed to switch on any electrical appliance. See Health and Safety Policy. Gas fixtures on annual contract with British Gas.

2. Floors and Stairs

Kept in good repair and inspected for wear by the Headmistress twice a year. Cleaning of floors takes place when children have left the classroom to avoid slipping. Handrails installed to staircases.

3. Storage of Furniture

Furniture to be stored in a sensible way to avoid toppling over accidents, etc.

4. Storage of Equipment

5. Storage of Dangerous Substances

6. Doors, Glass and Windows

7. Potential Dangers of visitors

See Security Policy

8. Outings and Trips

9. Outside Area

Play area to be checked by a member of staff to see that all gates are secured. The playground surface is checked for state of repair and any objects which should not be there removed. Children are supervised in the playground by a member of staff at all times. The pond has a safety barrier installed and children are not allowed near the pond without a teacher.

SYCAMORE HALL PREPARATORY SCHOOL

POLICY

For

SCHOOL TRIPS

School trips are a useful and enjoyable aspect of the school curriculum but careful planning is required. The following procedure should be followed:-

1. The purpose of a school trip is to extend and enhance a child's education and development and is connected to the curriculum topic covered at that particular time.
2. The idea for a trip must be discussed with and approved by the Headteacher.
3. A full costing must be given.
4. Planning Check List for Party Leaders must be completed.
5. Risk assessment to be carried out and forms completed.
6. Adequate staffing levels to be arranged.
7. Any special needs, medical or otherwise, need to be catered for in planning the trip.
8. A preliminary visit to be made by the teacher in charge to:
 - (a) Check suitability for the age range.
 - (b) Check the location of toilets, etc.
 - (c) Where lunch can be eaten.
 - (d) Transport required.
 - (e) Parking for the coach if appropriate.
 - (f) Type of footwear/clothing required.
 - (g) Work out timings, distances, etc.
9. Short Planning check list to be completed.
10. A full itinerary including contact details to be prepared and taken on trip.
11. Letters to be sent out to parents outlining the details of the trip. This should include information about clothing, packed lunch and drinks, pocket money, etc. Parental consent forms also to be sent out and signed.
12. It is important that pupils are fully briefed about the visit and rules are clearly outlined.

13. Contact numbers and detail of the itinerary is left at the school.
14. All Group Leaders to have fully-charged mobile phone.
15. Qualified First-Aid person plus first aid kit is available at all times. Ensure medication for specific children is taken.
16. Ensure adequate supervision by suitable adults. Supervising adults without DBS checks must never be left alone with children.
17. If a group is going to be more than 30 minutes late arriving home then the Headteacher is to be informed via mobile telephone so parents are aware of this.
18. All staff to be aware that in the event of an emergency arising where a child needs hospital treatment, an adult must accompany the child. The school office will be contacted as soon as possible. An accident report needs to be completed and Emergency procedures as attached to be followed if required.
19. In the event of an emergency, the school office to be informed as soon as possible.

Safeguarding Children on School Trips

Risk assessment in respect of child protection should cover the adults who will be accompanying the children and the adults they will meet at the place they are visiting.

Where the trip involves an overnight stay, volunteers should be DBS checked.

Pupils need to be informed about the nature of the trip and who they will meet.

Children will not be left unsupervised at any time on the school trip.

Policy Reviewed March 2016

Next Review: March 2017

SYCAMORE HALL PREPARATORY SCHOOL

DISABILITY DISCRIMINATION ACT ACCESSIBILITY PLAN

INTRODUCTION

The Disability and Discrimination Act states that ‘a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities’. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. Disability is not the same as special educational needs, not all children who are defined as having a disability have special educational needs, and vice versa.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children, and this of course includes pupils with disabilities.

We will not treat a pupil with a disability less favourably than others because of the nature of his or her disability. We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage.

Accessibility Plan

The Physical Environment

We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, with the limits of the resources available. Where necessary, we will try to improve the following:-

1. Access to the school by installing setting down and picking up points, ramps and handrails.
2. Movement around the building, for example by adaptations such as improved colour schemes for people with impaired sight, lowered handles for doors .
3. Wherever possible, install rise and fall tables and sinks.

The Curriculum

We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We plan out-of school trips in such a way that pupils with disabilities can participate.

We use language that does not offend and we make staff and pupils aware of the importance of language.

Staffing

When advertising posts or interviewing applicants we will not discriminate against people with disabilities. Should a member of staff become disabled, we will make reasonable adjustments to the premises in order to enable them to continue in post.

The school will liaise with specialists to support individual pupils. Among these are physiotherapists, educational psychologists, speech therapists, doctors and social workers. We work with the Doncaster LEA to support individual pupils.

All members of staff are fully committed to the policy of not discriminating against pupils, parents or staff with disabilities.

SYCAMORE HALL PREPARATORY SCHOOL

POLICY FOR DRUG EDUCATION

.It is the aim of the school to provide an effective framework for drug education and awareness. We have a moral and legal obligation to the children in our care to address this issue and to ensure that we do all we can to:-

P Inform pupils at the appropriate age, parents and staff about the risks and consequences of drug misuse, linked to other substances, including alcohol, tobacco and solvents.

P Teach Year 6 pupils the skills needed to resist pressure to misuse drugs.

P Promote healthy lifestyles and positive activities.

Aims

It is the aim of Sycamore Hall to:-

P Increase pupils' knowledge of the dangers of smoking, alcohol abuse, the use of solvents and drug abuse.

P Help pupils to understand the beneficial part of drugs in society.

P Teach children that all medicines are drugs, but not all drugs are medicines.

P Teach strategies to help pupils resist pressure from their peers.

Effective teaching of drug education will increase pupils' knowledge of alcohol, tobacco and other drugs and also enable pupils to:-

P Improve their self-esteem

P Make informed choices and decisions

P Develop personal initiative and be able to take responsibility

P Maintain and develop relationships

P Develop self-confidence

P Develop assertiveness in appropriate situations.

Drug Education

A drug is defined as a chemical substance which can change the way a human body works, either physiologically or psychologically. Within this definition fall legal

substances such as tobacco, alcohol, prescribed medication and solvents, together with illegal substances such as cannabis, amphetamines and ecstasy.

Drug education forms part of our PSHCE curriculum and takes into account the spiritual, moral, social, cultural, mental and physical development of pupils. It includes accurate information about the law and the physical and psychological effects of drugs.

Key Stage 1

Children made aware of importance of not taking any medicine or tablets.
Children made aware of the dangers of household products such as bleach.
How medicines when used correctly can help make people better

Key Stage 2

Dangers of Smoking

Effect of Alcohol

Dangers of Solvents

Facts about illegal drugs

Drug Prevention Policy

The aims of our drug prevention activities are:-

- P To make the school a health promoting environment
- P To make available information about drugs and drug use to children
- P To ensure that the school's premises are a safe environment with respect to drugs
- P To be prepared to talk to young people about any drug-related problems and offer them appropriate advice
- P To help young people to develop decision-making skills
- P To help young people to develop their self esteem.

Drug-Related Incident Management

All staff are aware that it is an offence to knowingly allow or condone the use of illegal drugs on school premises.

The misuse of any drug is regarded as a drug-related incident. In the event of any drug related incident staff should immediately inform the Headmistress who will then assess-

- P The legal requirements
- P The involvement of outside agencies, including informing the Police.
- P The involvement of parents

P Arrangements for safeguarding samples. If possible the substance should be removed in the presence of a witness. Pupils must not be searched without their consent and if a pupil refuses to be searched the Police should be called in to deal with the situation.

P Arrangements for recording incidents and informing others of any incidents, such as LEA or Drugs Action Team.

This policy will be monitored and reviewed by the Headmistress.

Policy Reviewed March 2016

Next Review: March 2017

SYCAMORE HALL PREPARATORY SCHOOL

CONFIDENTIALITY POLICY

Sycamore Hall Preparatory School fully recognises its legal duty under Section 175 Education Act 2002 to work with other agencies in safeguarding children and protecting them from “significant harm”.

This school recognises that a clear confidentiality policy will support the school in meeting the Every Child Matters outcomes of “be healthy” and “stay safe”.

Staff hope that parents and children will feel free to talk about any concerns or worries which may affect education progress and that they will see the school as a safe place if there are any difficulties at home.

This school recognises the following benefits of working to a confidentiality policy:

- P It highlights the importance of pupils being able to talk to adults in the school to share their problems in a safe and supportive environment.
- P It safeguards the well being of those involved in the disclosure of confidential information.
- P It builds trust between pupils and staff.

A Definition of Confidentiality

Confidentiality is an understanding that any information shared with someone in trust can only be passed on to a third party with the agreement of the person disclosing it.

The Limits of Confidentiality

Staff, pupils, parents/carers will be informed about the limits of confidentiality in this school. Some issues have to be shared with other people/agencies e.g. Child protection.

The school recognises that confidential discussions need to take place in a confidential environment. Public places such as the staffroom, the classroom and the playground are not, in general, confidential environments.

Staff are required to pass on confidential information in the following circumstances:

Child Protection

Responsibilities to Parents/Carers

Members of staff are not legally obliged to inform parents/carers in many instances when personal information has been disclosed.

Where it is believed that the pupil may be at emotional or physical risk, or in breach of the law, staff will ensure that the pupil is aware of the risks they face.

Staff will encourage the pupil to inform and seek support from their parents/carers.

When the school chooses to inform parents/carers it will only be done if it is in the best interests of the child.

Parent Helpers and Other Support Volunteers

Parent helpers and other support volunteers will be made aware of, and abide by, the school's policy on disclosures and confidentiality.

If they have any concerns they must refer them to a member of staff. Any disclosure must be passed onto a member of staff.

Staff Roles and Responsibilities

All staff will be made aware of the confidentiality policy and their entitlement to support in its implementation.

Working with External Agencies

Anyone working with pupils from the school needs to be made aware of the school's confidentiality policy.

School staff will establish at the beginning of lessons dealing with potentially sensitive topics that it is inappropriate to disclose personal information during the lesson. Ground rules need to be agreed which ensure individuals do not pressure one another to answer questions about their own experiences. Staff will outline the sources of support available to any pupil who may wish to discuss the topics and/or their feelings further on a one-to-one basis.

Recording Information

The school acknowledges that pupils and their parents/carers have a right to gain access to processed information upon written request.

Agencies such as the Police and Social Services Department may be able to get a court order to gain access to processed information, which the school deems confidential.

Policy Links

Safeguarding Children/Child Protection/Anti Bullying/Behaviour Policy/Sex Education/Drugs Education

SYCAMORE HALL PREPARATORY SCHOOL

FREEDOM OF INFORMATION POLICY

Sycamore Hall Preparatory School fully recognises its legal duty under the Freedom of Information Act 2000 to be clear and proactive about the information they will make public.

The school aims to:-

P Provide a supportive framework in which children develop self esteem and feel able to achieve.

P Offer equality of opportunity for all children within a broad and balanced curriculum.

P Have high expectations of every child and to seek to enable every child to achieve their full aspiration.

P Encourage respect and tolerance towards the feelings and needs of others.

P Maintain a learning environment which will enhance effective teaching and learning and this publication scheme is a means of showing how we are pursuing these aims.

The classes of information that we undertake to make available are organised into four main topic areas:-

P School Prospectus - information published in the school prospectus and leaflet

P School Profile

P Pupils and Curriculum - information about policies that relate to pupils and the school curriculum

P School Policies and other information related to the school

How to Request Information

If you require a paper version of any of the documents within the scheme, please contact the school by telephone, letter or Email.

Email: sycamorehall@tiscali.co.uk

Tel: 01302 856800

Contact Address: Sycamore Hall Prep School, 1 Hall Flat Lane, Balby, Doncaster DN4 8PT

If the information you're looking for isn't available via the scheme you can still contact the school to ask if we have it.

Classes of Information Currently Published

School Prospectus The statutory contents of the school prospectus are as follows:

policy Information about the school's special education needs

pupils with A description of the arrangements for the admission of

to the disabilities and details of existing facilities to assist access

school by pupils with disabilities.

School Profile

The contents of the School Profile are as follows:-

Aims of the School

Ethos of the School

Pupils and Curriculum Policies

All School curriculum policies are available for viewing on request. Paper copies will also be issued on request to Headmistress.

School Policies and Other Information relating to the School

All school policies are available for viewing on request. Paper copies will also be provided on request to the Headmistress.

Feedback and Complaints

We welcome any comments or suggestions you may have about the scheme. If you want to make any comments about this publication scheme or if you require further assistance or wish to make a complaint then please contact the Headmistress by phone, letter or Email.

If you are not satisfied with the assistance that you get or if we have not been able to resolve your complaint then contact the Information Commissioner's Office. This is the organisation that ensures compliance with the Freedom of Information Act 2000 and that deals with complaints. They can be contacted at

Information Commissioner,
Wycliffe House,
Water Lane,
Wilmslow,
Cheshire
SK9 5AF

Tel 01625 545 700

Email publications@ic-foi.demon.co.uk

SYCAMORE HALL PREPARATORY SCHOOL

FREEDOM OF INFORMATION POLICY

Check list for action on receipt of a request for Information

- P Decide whether the school holds the information or whether the request should be transferred to another body if the information is held by them.
- P Provide the information if it has **already been made public**.
- P Inform the enquirer if the information is not held.
- P Consider whether a third party's interests might be affected by disclosure and if so consult them.
- P Consider whether any exemptions apply and whether they are absolute or qualified.
- P If a request is made for a document that contains exempt personal information ensure that the personal information is removed.

Remember

Schools are under a duty to provide advice and assistance to anyone requesting information.

The enquirer is entitled to be told whether the school holds the information except where certain exemptions apply.

Requests should be dealt with within 20 days excluding school holidays.

Expressions of dissatisfaction should be handled through the school's existing complaints procedure.

SYCAMORE HALL PREPARATORY SCHOOL

SCHOOL VISITORS POLICY

We are keen to work closely and proactively with parents, members of the local community and other agencies. At the same time our most fundamental duty is to protect the safety and welfare of all our pupils. In order to do this we must establish effective policies and procedures for managing the risks presented by adults to children which conforms to child protection guidelines as set by the DfES preventing unsuitable people from working with children and young persons in the education service. . Part of the management of these risks is to make sure that we the school make the necessary checks on all visitors before they enter the school.

The school must satisfy themselves that all visitors, no matter who they are, pose no risk to children.

Visitors Invited to the School

The Headmistress should be informed of all planned visitors to the school with a clear explanation as to the relevance and purpose of the visit, the intended date and time of the visit. When inviting visitors to the school they should be asked to bring formal identification with them at the time of their visit.

P All Visitors must enter the school via the Main Front door to the house.

P Any formal identification should be verified, e.g. Firemen, Policemen, Education Department, etc.

P Occasional Visitors such as Relatives, who have come to talk about life during the war, give demonstration, etc. Should be accompanied at all times.

P They will be invited to enter the Study and sign the Visitors Record Book stating name,, where they are from and who they have come to see.

P Visitors will then be escorted to their point of contact or their point of contact asked to come to the study.

P On departing the school, they should leave by the main front door.

Unknown/Uninvited Visitors to the School

P The door will not be unlocked until the purpose of the visit is known, e.g. delivering a parcel, etc.

P If an appointment has not been made, visitors will be asked to wait in the Study and the Headmistress sent for.

P If an unknown visitor becomes abusive or aggressive they will be asked to leave the site immediately and warned if they fail to leave the Police will be contacted.

Conditions for Maintenance/Building Contractors

It is to the mutual advantage of the school and the contractor that responsibility to each other and their employees is clearly recognised and understood and that, by co-operation, they are able to achieve the highest possible standard of safety and operation during the course of their work.

Workmen will not be allowed in the same vicinity as children without presence of member of staff or DBS vetted volunteer.

As a school we are committed to taking all reasonable precautions in safeguarding the health and safety of visitors. The school reserves the right to carry out appropriate risk assessments on all work activities involving visitors.

If visitors feel unwell or have an accident whilst on school premises they should report to the Headmistress in order to access first aid facilities and assistance from a qualified first aider.

Policy links

Safeguarding Children/Security Policies/Health/Safety/First Aid

SYCAMORE HALL PREPARATORY SCHOOL

POLICY FOR SAFEGUARDING CHILDREN AND SAFER RECRUITMENT

Sycamore Hall Preparatory School fully recognise the responsibilities they have to safeguard and promote the welfare of children who are pupils at the school. We recognise that all staff, including volunteers and part-time staff, have a full and active part to play in protecting our pupils from harm.

The aims of this policy are:

1. To support the child's development in ways that will foster security, confidence and independence.
2. To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
3. To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
4. To ensure that all adults within our school who have access to children have been checked as to their suitability.

Child Protection

Teachers and staff are well placed to observe signs of abuse. All staff should be aware of the need for appropriate referral in cases of abuse. Our designated member of staff for child protection is Mrs. Susan Nicklin. All members of staff know how to respond to a pupil who discloses abuse and will ensure that time is given to the child in order that they can fully concentrate on the child's disclosure and that this time is found as a matter of urgency. This information will be passed on to the CPO immediately.

The designated CPO is responsible for:

1. Ensuring that the correct procedures are followed if there are concerns of possible abuse.
2. Keeping written records of concerns about a child even if there is no need to make an immediate referral.
3. Ensuring that ongoing monitoring of children is kept up to date.

4. Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
5. Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to Family Services and Education Welfare Service at Doncaster.
5. Ensuring that action points agreed at Child Protection Conferences and Reviews are carried out.

Through training and experience the CPO will be able to judge how to proceed further when cases are reported to her. Other parties will be involved only on a 'need to know' basis in the interests of the child concerned.

It is the responsibility of the school community to be alert for **signs of abuse**. Child abuse can be physical, sexual, emotional or neglectful.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after.

Emotional Abuse

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities.

Neglect

Neglect is the persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment.

Signs to look for include:

1. The child may become withdrawn.
2. Look for any signs of physical abuse such as excessive bruising, cuts, broken limbs, etc.
Ask for an explanation from the child? Is the explanation convincing? How frequently?
3. The child may easily become upset and tearful.
4. Does the child look neglected - properly fed, clothed, etc.
5. Any comments by the child which may hint at any form of abuse.

A child is in need if he is unlikely to achieve or maintain or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him of services by a Local Authority.

Action to be taken

From observation or information received school staff may conclude that action is necessary because a child has, or may have, suffered abuse.

All staff should immediately consult with the headteacher or designated teacher.

In cases of unexplained or poorly explained minor injuries or where behaviour or comment arouse suspicion, the head teacher or designated teacher should seek advice and guidance from the Education Welfare Service or the Duty Social Worker for Doncaster. A register check should be sought.

In cases of clearly serious injuries or serious allegations the head or designated teacher should immediately contact the Duty Social Worker who should undertake a register check.

The headteacher or designated teacher to be prepared to provide advice and information to investigating social services and police staff and also to attend a Child Protection Conference which may need to be called at short notice after any investigations.

There are two types of Child Protection Conference:-

P the initial Child Protection Conference

P The Child Protection Review

The Child Protection Conference is an opportunity for the family and the professionals involved with them to exchange information and to plan together. The initial CPC would be convened following an investigation which indicates that an incident of abuse has

occurred or when a child is living in a household where a person involved in child abuse lives or frequently visits.

The inclusion of a child's name on the Child Protection Register will only occur following a Child Protection Conference. Before a child is registered the conference must decide that there is, or is a likelihood of, significant harm leading to the need for a Child Protection Plan.

Teachers may be called upon to be members of Core Groups. Core group members have a responsibility to action the Child Protection plan from case conference. This should include:-

- P informing the child and family about registration, the reasons and implications.
- P carry out a comprehensive assessment of the family, focusing on identification of risk factors to the child
- P to determine and implement a monitoring plan to ensure that the child is seen regularly in a co-ordinated manner by the relevant agencies
- P to update the Child Protection Plan by making recommendations to Child Protection Reviews
- P to specify the discrete roles and responsibilities of each professional involved with the family

Allegations of abuse should be made to the Social Services Department in the first instance, by the headteacher (designated teacher).

The Local Authority has a general duty to investigate situations where it appears that there may be a need for Social Services' support to promote the welfare of a child. The Social Services Department has a particular responsibility to investigate reports of children at risk and to take appropriate action to protect the child and to promote the welfare of the child. These duties apply to all children in the community.

The headteacher should consult with their Senior Education Welfare officer at all appropriate stages.

The objectives of an investigation are:

- P the protection of the child
- P the prevention of further abuse
- P the collection of evidence for any appropriate legal proceedings
- P the initial assessment of the child and family with a view to providing appropriate intervention and treatment.
- P to establish the facts about the circumstances giving rise to the concern
- P to decide if there are grounds for concern
- P to identify sources and levels of risk
- P to decide protective or other action in relation to the child and any others.

Abuse carried out by children or young people

When abuse of a child is alleged to have been carried out by another child it is important that the appropriate child protection procedures should be followed in respect of both the victim and the alleged abuser.

In minor incidents, the matter can be dealt with by the headmistress. A full report should be made and action taken recorded.

In incidents of a serious nature, it may be necessary to refer the matter to the Child Protection Section in Social Services, Doncaster.

Special Circumstances

Children who allege that they have been abused have the right to a consistent investigation service, irrespective of the identity, profession or status of their alleged abuser. In cases where the alleged abuser is a professional, then there are additional considerations to be made.

The school may institute an investigation to ascertain whether there has been misconduct or gross misconduct on the part of the staff member.

Staff hearing the allegation should listen carefully to the child, without prompting or asking leading questions. The designated member of staff with child protection responsibility should then be contacted.

Depending on the seriousness of the allegation, the Doncaster child protection co-ordinator should be contacted and a full report made. Suspension of staff may be required.

It is the responsibility of the local authority and the police force to co-ordinate and conduct an investigation.

Appropriate disciplinary action to be enforced should the investigation reveal an offence has been committed.

Confidentiality

We recognise that all matters relating to Child Protection are confidential.

Parents are asked to sign a permission slip for their children to be photographed taking part in school activities. See Confidentiality policy.

Allegations against Staff

We understand that a pupil may make an allegation against a member of staff and we recognise that staff can be vulnerable to accusations of abuse.

Staff are aware of the danger of placing pupils or themselves at risk of harm or of allegations of harm to a pupil. This would include situations where a member of staff is giving one-to-one tuition, transporting a pupil by car, etc. In all instances staff must conduct themselves in an appropriate manner.

If an allegation is made, the member of staff will immediately inform the headmistress. The case will then be discussed with the Doncaster Local Authority's designated officer for child protection.

Safer Recruitment Policy

In order to ensure the safety of the children within our school it is essential that appropriate recruitment and selection procedures are followed in accordance with the guidance entitled Safeguarding Children in Education (Dfes September 2004).

Objectives

1. To protect and safeguard the children of our community.
2. To ensure that when a post is advertised the advertisement makes clear the School's commitment to safeguarding and promoting the welfare of the children.
3. To ensure that all our posts are detailed accurately through specific job descriptions and person specifications which state the contact that the post-holder will have with children.
4. To obtain independent professional and character references for all candidates.
5. To conduct face-to face interviews that explores the candidate's suitability to work with children as well as his or her suitability for the post.
6. To verify the successful applicant's identity.
7. To verify academic or vocational qualifications of the successful applicant.
8. To check on previous employment history and experience.
9. To verify that the person has the health and physical capacity for the job.
10. To obtain Enhanced DBS check for all members of staff and a list 99 check if the DBS clearance has not arrived prior to start of school.
11. Check the eligibility of the candidate to work in the UK.

The school understands that a report must be sent to the Independent Safeguarding Authority (ISA) within one month of leaving the school, of any person whose services are not needed because he or she is considered unsuitable to work with children.

In addition, we maintain a single central record for our own employees.

SYCAMORE HALL PREPARATORY SCHOOL

POLICY ON RECRUITMENT OF EX-OFFENDERS

Sycamore Hall is committed to fair treatment of existing and prospective employees, and subject to its responsibilities to protect children, undertake to treat all applicants for positions fairly and not discriminate unfairly on the basis of conviction or offending background. Each case will be decided on its merits.

This policy on the recruitment of ex-offenders is made available to all Disclosure applicants at the outset of the recruitment process. We actively promote equality of opportunity for all and select candidates for interview based on their skills, qualifications and experience.

Sycamore Hall uses the Disclosure and Barring Service (DBS) previously known as CRB, to assess an individual's suitability for all positions at the school.

In view of the fact that all positions within the School will amount to "regulated positions" within the meaning of the Protection of Children Act 1999 (as amended by Criminal Justice and Courts Services Act 2000), all applicants for employment must declare all previous convictions. A failure to disclose a previous conviction may lead to an application being rejected, or if the failure is discovered after employment has started, may lead to summary dismissal on the grounds of gross misconduct.

Under the Protection of Children Act 1999 and the Criminal Justice and Court Services Act 2000, a number of people are banned from working with children.

These are:-

P People on the list held under Section 142 of Education Act 2002 List 99.

P People on Protection of Children Act (PoCA) list

P People on National Assembly of Wales List

P People aged 18 or over convicted of certain specified offences against those aged under 18 (or 16 in some instances) and given a hospital or guardianship order or a custodial sentence of 12 months or more. Suspended sentences of 12 months or more are treated as qualifying sentences.

The specified (Schedule one (Children & Young Persons Act 1933) offences - where the offence is committed on a child or young person include:-

- P Murder or manslaughter
- P Rape or burglary with intent to commit rape.
- P Grievous bodily harm.
- P Cruelty.
- P Kidnapping, false imprisonment and abduction.
- P Indecent assault.
- P Sexual Intercourse.
- P Buggery.
- P Indecency.
- P Abuse of Trust.
- P Incest and related offences.
- P Assault with intent to commit buggery.
- P Offences relating to or encouraging child prostitution.
- P Offences relating to child pornography.

It is a criminal offence for any person who is disqualified from working with children to attempt to apply for a position with the School if

- P The School receives an application from a disqualified person;
 - P Is provided with false information in, or in support of an applicant's application, or
 - P The School has serious concerns about an applicant's suitability to work with children; it will report the matter to the Police and the ISA.
- The address of the ISA is PO Box 181, Darlington, DL1 9FA

Assessment Criteria

In the event that relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process or obtained through a disclosure check, the School will consider the following factors:-

P Whether the conviction or other matter revealed is relevant to the position in question.

P The seriousness of any offence or other matter revealed.

P The length of time since the offence or other matter occurred.

P Whether the applicant has a pattern of offending behaviour or other relevant matters.

P Whether the applicant's circumstances have changed since the offending behaviour or other relevant matters.

P The circumstances surrounding the offence and the explanation offered by the convicted person.

However, the safeguarding of children is the main consideration when recruiting.

The School's policy is to observe the guidance issued or supported by the DBS on the use of disclosure information.

Under the relevant legislation, it is unlawful for the School to employ anyone who is included on the lists maintained by the ISA of individuals who are considered unsuitable to work with children or vulnerable adults.

SYCAMORE HALL PREPARATORY SCHOOL

FIRST AID POLICY

Introduction

Sycamore Hall Preparatory School is committed to providing emergency first aid cover to deal with accidents, which occur to employees, children and all categories of visitors whilst on the school site, or during any off-site activity arranged by the school.

First aid is the immediate treatment necessary for the purpose of preserving life and minimising the consequences of injury or illness until expert medical assistance can be obtained. First aid also includes the initial treatment of minor injuries which will not need treatment by a medical practitioner.

At Sycamore Hall, there is adequate and appropriate provision of first aid equipment, facilities and trained staff to enable first aid to be administered to employees and non-employees if they become injured or ill.

Objectives

The school will ensure that:-

1. The appropriate number of first-aiders required to meet the needs for the school are identified and that they receive the relevant training. This includes any refresher training in order to carry out their duties.
2. Adequate and appropriate equipment and facilities are provided.
3. The appropriate first aid arrangements are in place for off-site activities and trips.
4. Staff, children and parents are informed and aware of the school's first aid arrangements. The name of the appointed first-aider is displayed appropriately for every classroom.
5. Records of all accidents/incidents are kept.

Medication will only be administered with the written consent of the parent. A record book of all medicines administered by the first-aider is kept and is always signed by parents. Details of medicine, dosage given and time of administration are recorded. All medicines are kept in a secure place. Antibiotics are kept at the correct temperature. See Administration of Medication Policy.

Assessment of First Aid Requirements

A first aid assessment will be completed on an annual basis by the Headmistress and appointed first aider to ensure adequate requirements are met, according to our first aid risk assessment..

Accidents/Incidents

1. Children to be made aware that all accidents/incidents must be reported to class teacher.
2. Ensure safety of injured child/and other children.
3. Do not take action until first aider arrives.
4. All accidents/incidents will be recorded and reported in accident report book as follows:
 - The name of the injured person, the date, time and place of the accident.
 - Details of the injury/illness and what first aid treatment was given.
 - What happened to the person immediately afterwards (sent home, resumed normal duties, went back to class, went to hospital) out of school hours.
 - Signed and dated by first aider.
5. Each accident to be fully investigated by class teacher to determine the cause so any preventative measures may be taken.
6. Accidents to employees must be reported to HSE if -
 - P They result in death or injury
 - P They prevent the injured person from doing their normal work for more than three days.

Policy in the Event of child requiring treatment at Emergency Department/Hospital

If a child is judged by the First-Aider to require treatment at Accident and Emergency Department, firstly the parents of the child should be contacted and informed. It may be practical for the parents to take the child to accident department if they could do so immediately. If not, a member of staff will drive the child to the department but the parent will of course be informed of this action. It is advisable to contact Doncaster A & E on 01302 553100 to see the waiting time and if the situation necessitates to take the child to Mexbrough Hospital instead.

Equipment

First aid boxes are clearly identified as first aid containers, the markings should be a white cross on a green background. First aid equipment to be checked and replenished on a regular basis by Miss Spencer, our appointed first aider. Items should not be used after

expiry date. All staff have access to single use disposable gloves and hand washing facilities for administering first-aid.

Hygiene/Infection Control

Basic hygiene procedures must be followed by staff. Single use disposable gloves must be worn when treatment involves blood or other body fluids. Care should be taken when disposing of dressings or equipment.

Off-Site Provision

Adequate first-aid provision is available for off-site activities, e.g. swimming lessons and school trips. Separate first-aid kit for travelling is available.

First Aid Accommodation

First aid accommodation with washbasin and WC is available for use when required.

First Aid Training

All employees who are designated first aiders will receive the appropriate training, including refresher courses. Mrs Nicklin is our Paediatric First Aider. First aid certificates are displayed on the school notice board.

Monitoring and Review

The policy will be monitored for effectiveness and reviewed annually by the Headteacher.

See also Health Policy/Safety Policy/Administration of Medicine Policy

SYCAMORE HALL PREPARATORY SCHOOL

ADMINISTRATION OF MEDICATION POLICY

At Sycamore Hall Preparatory School we take very seriously our duty of care and consent to administer medication, subject to the conditions set out in this policy. This policy sets out general guidance but each case will be dealt with on its own merits. When medicines are to be administered in school it is essential that safe procedures are established.

If the parent or carer requests that the school administer medication (prescribed and non-prescribed) the Headmistress will allow this on the condition that the school's Permission to Administer Medication form is completed and signed by the parent. In some circumstances a telephone call to school by the parent to give verbal consent will be accepted and the form completed later.

P No pupils should have in their possession any form of medication, other than inhalers. This includes prescribed and non-prescribed medication, including cold remedies, throat lozenges and cough sweets.

P All medications will be stored in the study desk or staffroom fridge as appropriate.

P Parents are encouraged to come into school and administer the medication themselves.

P If pupils refuse to take medication, then the parents should be informed immediately and if necessary the emergency services called.

P Staff should always take normal precautions to avoid infection and must follow basic hygiene procedures. Protective gloves should be worn when dealing with spillages of blood or other body fluids. Gloves can be obtained from the First aid box.

Prescription Medication

The school will only accept prescription medication for a pupil when:

P The medication has been brought into school by an adult with parental responsibility for the child.

P The medication is in an appropriate container that is clearly and correctly labelled.

P The pupil's name and address are clearly indicated.

P The exact dosage regime is specified.

P The dosage makes it clear that the medication must be taken during school hours, for example, 'before/after meals'

Non-Prescription Medication

Non-prescription medication will be administered on completion of a Permission to Administer Medication form is completed by the parent, or verbal consent has been given and a form completed later. Non-Prescription medication will be stored in study desk or staffroom fridge.

Recording Procedure

Date, Child's name, time, name of medicine, dose given and by whom should be clearly recorded in the medication register.

Disposal of Medicines

Staff should not dispose of medicines. Parents are responsible for ensuring that date expired medicines are returned to a Pharmacy for safe disposal.

Taking Medication on School Trips

It will be necessary to take medication for pupils on a school trip, i.e. Epipen, Inhalers or Epilepsy emergency medication. All staff and volunteers must be aware of any medical needs of pupils such as inhalers, etc.

Inhalers for Asthma

Spare, individually named inhalers can be kept in the school study but parents should complete the Permission to Dispense form. It is the responsibility of the parent to ensure that the inhalers are renewed and that the medication has not exceeded its expiry date.

Antibiotics

Pupils who are prescribed antibiotics can often recover very quickly and may well be fit enough to return to school, but it may also be essential that the full course of medication should be completed. In this case, the appointed first-aider will administer the antibiotics on completion of a Permission to dispense form. It is the responsibility of the parent to ensure that the medication is collected and is not out of date.

Emergency Procedures

In the case of an emergency, the school will call an ambulance and contact the parents. A member of staff should always accompany a child taken to hospital by ambulance and should stay until the parent arrives.

SYCAMORE HALL PREPARATORY SCHOOL

FIRE PREVENTION POLICY

Sycamore Hall Preparatory School is committed to the protection of all users of our premises from the consequences of fire in accordance with the Regulatory Reform (Fire Safety) Order 2005.

The aim of this fire prevention policy is to ensure that the potential for fire ignition is reduced to a minimum and that all fire escape routes and other fire safety systems are maintained and reviewed to ensure effectiveness in protecting life and the property.

The school has carried out Fire Risk Assessments to identify our ability to deal with:-

1. Preventing fire
2. Dealing with an outbreak of fire
3. Evacuating people safely from a building
4. Avoiding injury and death from fire
5. Minimising property damage and disruption to our activities.

Responsibility

The Headmistress is responsible for the provision of adequate fire safety arrangements on the school premises.

All members of staff are required to be vigilant and to ensure that the school is safe from fire and its effects. In particular, staff should ensure that they are fully aware of the fire procedure. They should ensure that fire exits are kept clear and fire doors are kept shut.

Policy Objectives

1. To safeguard all persons from death or injury in the event of fire by the effective management of fire safety.
2. To minimise the risk of fire and to limit fire spread.
3. To minimise the potential for fire to damage buildings and equipment or harm the environment.

Equipment

The Headmistress shall ensure that all fire fighting appliances and devices are properly maintained.

1. Fire extinguishers are visually checked monthly and annually checked by O. Heap & Son (Derby) Ltd.
2. Smoke and heat detectors checked visually weekly.

3. Fire alarm system tested monthly and inspected annually.
4. Notices regarding fire procedures checked monthly.

Fire Risk Assessment

The school has carried out a fire risk assessment for the building and these are kept with the Fire Log Book. The risk assessment will be reviewed by the Headmistress annually.

Fire Safety Training

Mrs Nicklin is the appointed fire warden and will undergo the necessary training. Mrs Nicklin will then instruct other members of staff in fire safety on a regular basis.

Fire drills are planned each term to evaluate the effectiveness of the school's evacuation procedures. The findings of the drill are recorded.

Policy Reviewed March 2016

Next Review: March 2017

EVACUATION PROCEDURE

Teaching Staff:-

If you hear the alarm you should evacuate the building by the nearest safe fire exit.

The teacher in charge of the class should:-

1. Ask the children in the class to leave all belongings where they are and to walk to the nearest safe exit. The teacher should take your register with you.
2. Teacher to close all windows and doors.
3. Accompany the children to the collection point at far wall of garden. Call out your register and then report to the Headmistress that everyone is present. Anyone missing must be reported to the Headmistress.

EMERGENCY EVACUATION PLAN

IF YOU DISCOVER A FIRE,

1. Warn people near the fire.
2. Raise the alarm by sounding the alarm.
3. Call the Fire Service immediately by calling 999.
3. Try to put the fire out by using the nearest extinguisher (if you are qualified to do so) but **DO NOT TAKE PERSONAL RISKS.**

ON HEARING THE ALARM

1. Teachers, ask the children to leave their belongings where they are and walk to the nearest fire exit. Take register with you.
2. Walk to Assembly point next to wall at bottom of playground.
3. Take register and report all present or otherwise to Headmistress.
3. Do not re-enter the premises
4. On arrival of the fire service, the Headmistress should inform the officer in charge that all personnel are safe or otherwise.

DO NOT RE-ENTER ANY PREMISES UNLESS THE FIRE SERVICE OFFICER HAS GIVEN THE 'ALL CLEAR'

ALL CHILDREN IN YOUR CARE SHOULD BE KEPT AT A SAFE DISTANCE AWAY FROM THE SCHOOL UNTIL IT HAS BEEN DECLARED SAFE

TEACHERS, ASK THE CHILDREN TO LEAVE ALL BELONGINGS WHERE THEY ARE AND WALK TO THE NEAREST FIRE EXIT

The person discovering the fire should activate the alarm and School Appointed Persons.

SYCAMORE HALL PREPARATORY SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

We aim to make a balanced curriculum available to all children but some require extra help and support to achieve this aim. Each child has individual educational needs and every effort is made to recognise their individuality and to provide appropriate learning experiences.

Children with special needs, like all other children, are admitted to Sycamore Hall after consultation between parents and the Headmistress.

We have a special educational needs co-ordinator who is responsible for the day-to-day operation of the school's SEN policy. The name of our Special Educational Needs Co-ordinator (SENCO) is Mrs. Susan Nicklin.

The role of the SENCO is to:-

- observe and monitor children who are identified as having a special educational need.
- consult with parents.
- advise and support other practitioners in the setting.
- work in liaison with relevant professionals and agencies outside the group to meet children's specific needs.
- oversee the records of all children with SEN and records of steps taken to meet the needs of individual children.
- Ensure that relevant background information about individual children with SEN is collected, recorded and updated.
- Where an Individual Education Plan (IEP) is in place ensure it is appropriate and regularly updated.
- Attend training relevant to the role.

Sycamore Hall has full liaison with the Pre-School Inclusion Team for Doncaster and therefore access to their expertise. A special need reading scheme and maths scheme are available. Specific programmes and activities can be formulated to the pupil's individual learning needs. The child's progress is then closely monitored and assessed at regular intervals.

The individual needs of pupils are identified through liaison with the appropriate channels (such as local authorities and professional bodies); diagnostic and attainments tests and through special requests made by parents. Strategies to improve attainments of dyspraxic and dyslexic children are formulated with the help of specialist educationalists.

We have regard for the code of Practice on the Identification and Assessment of Special Educational Needs.

A graduated approach is in place.

Early Years Action

This stage involves the identification of a child's SEN through:

- gathering information about the child.
- taking action to meet the child's needs within the setting.
- monitoring and reviewing the progress made.

Intervention at this stage could be triggered by an expression of concern by parents or keyworkers and would need to be substantiated by evidence. Concerns may take the form of:

- child makes little or no progress even with additional support.
- continues to perform at levels below those expected of children of a similar age in certain or all areas of learning.
- continues to present emotional and/or behavioural difficulties which the behaviour management strategies employed in the setting have not succeeded in overcoming.
- has physical and/or sensory problems and although provided with specialist aids and equipment continues to make little or no progress.
- has communication and/or interaction difficulties and requires specific individual programmes to be able to access learning.

If the school, in consultation with the child's parents concludes that a child may need additional support to help him/her progress, the child's keyworker should seek the help of the SENCO who will

- ensure that a dated record of concern is entered on the child's record and the child's name added to the settings, SEN register.
- help the keyworker and the parents to assess the child's needs.
- provide advice and support when necessary to all the other staff in the setting who will have regular contact with the child.
- ensure that parents are aware of the local parent partnership services.
- contact specialist support such as Area SENCO, Pre-School Inclusion Team Development workers, educational psychology, social and health services if necessary.
- together with the child's keyworker, parents and any other relevant parties, draw up an Individual Education Plan for the child.

If after regular reviews of the IEP, progress has been satisfactory a review may decide that the child continues to receive support at the Early Years Action stage.

If progress is now at the level expected of children at the same age, it may be that the child no longer needs additional help. Where this is the case the child should be observed for a term and if progress continues to be positive the child's name should be removed from the SEN register.

If the child needs intervention from specialist services the SENCO will request help from external services and the child should be moved on to the next stage Early Years Action Plus.

Early Years Action Plus

Children at this stage will be supported by external support services. External intervention may be sought if despite receiving an individual programme and/or concentrated support, the child:

continues to make little or no progress in specific areas of learning over a long period.

continues to work at a level significantly below that expected of children of a similar age.

has emotional or behavioural difficulties which considerably and always interfere with the child's own learning or that of other children with the setting, despite the fact that an individual behaviour management plan has been used.

has physical or sensory needs which require the use of specialist equipment and or regular visits for direct intervention or advice by practitioners from a specialist service.

has ongoing communication or interaction difficulties that hinder the development of social relationships and cause significant barriers to learning.

If progress is satisfactory the outcome of review may be that the child continues to receive support at the Early Years Action Plus stage. If it is decided that the child no longer needs external specialist support, support can be provided at the Early Years Action Stage.

If it is considered that more intensive intervention is necessary and that support given by the school will not be adequate to enable the child to progress satisfactorily it will be necessary for the SENCO to make arrangements to move action to the next stage, statutory assessment.

Statutory Assessment

This involves consideration by the LEA working with parents, the school setting and any outside agencies involved with the child of whether a statutory assessment of the child's special educational needs is necessary. In some cases the information gathered during an assessment may reveal ways in which the setting can meet the child's needs without the need for a statement.

In other cases statutory assessment may lead to a statement of special educational needs.

Children may be brought to the attention of the LEA as possibly requiring an assessment by

request by early years setting (for 3 year olds from September 2004)

request by a parent

referral by school or other agency.

If the LEA decides to carry out a statutory assessment it must seek written parental, educational, medical, psychological and social services advice (and other sources as appropriate).

The statutory assessment process ends when the LEA decides whether or not they will make a statement.

Statement of Special Education Needs

This will detail the provision appropriate for the child. The school will be responsible for delivering the educational programme. The SENCO will need to be familiar with the statement and should ensure that the child's SEN are made known to all those who will be working with the child.

The SENCO and staff must monitor and review the child's progress throughout the year.

Planning the Early Years Curriculum

Our long, medium and short term planning takes account of the range of SEN within the group.

Every effort is made to ensure that children with SEN are able to access all areas of the curriculum.

Staff carefully plan all aspects of work and consider full differentiated tasks for children with special educational needs.

The SENCO and keyworker liaise closely in the preparation of tasks for the child and assess the child's progress together.

Monitoring and evaluation of policy

Staff will review annually whether the policy has been successfully implemented in July.

Complaints about SEN Provision

Our SENCO Co-ordinator, Mrs. S. Nicklin, will deal with any complaints received.

Details of any complaints received will be minuted for future reference. Details of any action required will also be recorded.

If the matter cannot be resolved, then it will be referred to the Headmistress.

Links and Partnerships

Written parental agreement will always be obtained before contacting professionals outside the school.

Parents receive a progress report twice yearly but parents are free to discuss any problems at any time.

It is a sensitive issue to inform a parent that their child is not making satisfactory progress or is experiencing learning difficulties. If a child's progress is giving cause for concern, parents will be invited to discuss their child's education and an action plan will be agreed. Evidence of the difficulties the child is experiencing will be presented for discussion and analysis. Parents will be involved in any decision making regarding possible action to be taken. Emphasis will be placed on the various professionals/agencies that can be utilised to help develop their child's potential to the full.

SYCAMORE HALL PREPARATORY SCHOOL

BULLYING POLICY

In line with our discipline policy, our aim is to promote good behaviour and respect for others and steps are taken to ensure pupils' standards of behaviour are exemplary at all times.

All members of staff are conversant with the signs of bullying and will act promptly and firmly against it in accordance with our school policy.

Children are encouraged to report any form of bullying to their class teacher. Each case will be dealt with on an individual basis. The incident will be investigated in full by the class teacher and a written report submitted to the head teacher.

The level of punishment will be determined by the head teacher but may take the form of a formal interview, grounding, loss of privileges and informing parents. In extreme cases a child may be suspended from school. In the case of persistent offenders, the strongest possible measures will be instigated.

Under no circumstances will any form of bullying, either physical, emotional or verbal, be tolerated.

The conduct of any child who has been involved in any bullying incident, no matter how small, will be closely monitored. If any improvement is seen in the general behaviour of any such child then praise and reward will be given.

See also Cyber Bullying policy

Policy Reviewed March 2016

Next Review: March 2017

SYCAMORE HALL PREPARATORY SCHOOL
BULLYING POLICY
ADDITIONAL INFORMATION

We encourage all children to report any incidents of bullying, such as:

- name calling
- malicious gossip
- damaging or stealing property
- coercion into acts they do not wish to do.
- violence and assault
- pinching/kicking
- jostling
- teasing
- intimidation
- extortion
- ostracising
- damaging school work and equipment

Reasons for being a victim of bullying may be:-

- race/sex/class
- new child in school
- child with family crisis
- disability - or difference of any kind

They are likely to be children who are not assertive (timid), loners with few friends, anxious or fearful children, younger children and those outside a group.

Reasons for being a bully may be:-

- victim of violence
- enjoyment of power/creating fear
- copying behaviour at home or from T.V.

Early signs of distress:-

- withdrawn
- deterioration of work
- spurious illness
- isolation
- desire to remain with adults
- erratic attendance
- general unhappiness/anxiety
- late arrivals

It is important to recognise the difference between bullying/bossiness/boisterous behaviour.

Bullying

Generally focused on younger, smaller and timid children, increasingly relying on threat and force. Wilful, conscious desire to hurt, threaten and frighten.

Bossiness

Bossing whoever is around at the time, usually grows out of it as they mature and learn social skills.

Boisterous behaviour

High spirits, not unfriendly or vindictive.

Prevention is better than cure so:-

- children are encouraged to be caring and thoughtful towards others.
- children encouraged to play with each other
- discuss friendships
- discuss assertiveness skills

SYCAMORE HALL PREPARATORY SCHOOL

CYBER BULLYING POLICY

Definition

Bullying is when someone, or a group of people, upset or create a risk to another person's health and safety - psychologically or physically, or to their property, reputation or social acceptance on more than one occasion. Bullies deliberately set out to intimidate, exclude, threaten and/or hurt repeatedly. Bullying is a clear form of harassment. People who use the Internet, email, phones or similar technologies to bully others are cyber bullies.

Bullying in any form is unacceptable. Bullying that is carried out through an internet service, such as email, chat room, online games, discussion group, instant messaging or through mobile phone technologies is cyber bullying.

Aims

To educate and reinforce the school community what cyber bullying is and the fact that it is unacceptable.

To enable everyone in the school community to be alert to signs and evidence of cyber bullying and to be aware that they have a responsibility to report it to staff, whether as observer or victim.

To ensure that all reported incidents of cyber bullying are investigated appropriately and that support is given to both victims and perpetrators.

To seek parental and peer-group support and co-operation at all times.

Sycamore Hall does **not allow the use of mobile phones at school** except in emergency situations when use of a phone is allowed under supervision. Also access to the internet is allowed **only under close supervision**. Therefore cyber bullying during school hours is virtually eliminated. However, we recognise that cyber bullying may well take place away from the school.

Therefore staff will:

Educate the school community about the seriousness of cyber bullying, its impact on those being bullied and how this behaviour is unacceptable.

Ensure that the curriculum teaches pupils about the risks of new communication technologies, the consequences of their misuse and how to use them safely.

Class teachers to clarify school policy on bullying and cyber bullying at start of each school year.

Encourage children and staff to report cyber bullying incidents involving themselves or others.

Inform parents if we feel their child is a victim of cyber bullying.

Offer support and counselling where appropriate.

If a cyber bullying incident directed at a child occurs using email or mobile phone technology, either inside or outside school time, we will take the following steps:-

Advise the child not to respond to the message.

Notify parents of the children involved

Obtain and preserve evidence

Once identified, where possible, each bully, victim and witnesses will be spoken to and all incidents documented and investigated.

Consider informing the police depending on the severity or repetitious nature of the offence. The school recognises that under the Protection from Harassment Act 1997, The Malicious Communication Act 1988; Section 127 of Communications Act 2003 and public order Act 1986, some cyber bullying activities could be a criminal offence.

Consequences for pupils will be individually based but may involve withdrawal of privileges, exclusion from use of computers, school suspension.

Policy Reviewed March 2016

Next Review: March 2017

SYCAMORE HALL PREPARATORY SCHOOL

POLICY

On

SAFETY

All members of staff are fully aware of the contents of this policy. It is the aim of the school to provide a safe and healthy environment for pupils and staff at all times.

General Health and Safety

Most accidents are preventable if people keep themselves aware of what they are doing and help to maintain safe working conditions. If any hazards or risks on the school premises are encountered or foreseen they should be removed and reported to the Head teacher as soon as possible.

1. Children must not be left unattended in the classrooms.
2. Ensure all walkways, especially fire exits, are kept clear. Children to be made aware of how important it is to keep walkway clear from obstructions. Any such obstructions to be removed.
3. Report any defects to floors, stairs and handrails to the Head teacher. Mop up any spillages straight away.
4. Always use the correct tools for the job to avoid risk of accident, e.g. stepladder, etc.
5. Ensure any hazardous substances are clearly marked and kept in a secure place.
6. Children are not allowed to touch any electrical equipment without permission/supervision of a teacher.
7. Children to be made aware of the dangers of sharp objects such as pencils, rulers and scissors.
8. All classrooms are to be adequately ventilated and lit.
9. There should be no trailing cables in classrooms.
10. Never lift, handle or push a load too heavy for you. Always ask for assistance.
11. Gates are kept securely locked at all times.
12. Ensure adequate supervision in the playground. Children to be made aware of dangers of running too fast and bumping into others.

Water

It is school policy that children are not allowed near the pond without a teacher. The safety barrier is always in place and inspected on regular intervals for damage.

If puddles form in the playground the area is cordoned off so children cannot go near them.

Buckets and other containers never left outside to fill with water.

All water activities in the classroom are closely supervised. Water is not left in the classroom except for children' water drinking bottles.

Fishtanks are securely covered and children are not allowed to touch them unless teacher present.

Children not allowed in classroom without a teacher.

Hazardous Plants

There are no hazardous plants on the premises. Children are instructed on the dangers of certain plants and told not to put any plants or shrubs into their mouths. Gardener maintains a check for growth of any unwanted plants.

Fire Precautions and Fire Procedures

The following precautions are observed to help prevent fire or mitigate its effects.

1. Ensure all windows and doors are closed at the end of the working day.
2. Inspect electrical equipment for obvious defects and ensure plugs and sockets are not overloaded.
3. Ensure hazardous materials are stored correctly.
4. Fire escape routes and exits are clearly marked and are kept clear at all times.
5. Ensure fire extinguishers are in working order at all times. Fire equipment is inspected annually for which a certificate is issued.
6. Ensure general tidiness in classrooms and that bins are emptied every day.
7. Ensure that the fire alarm is audible throughout the building.
8. Fire drills are carried out annually. Details of fire drills to be logged in fire book.

Fire Procedure

The action in the event of a fire should concentrate on the evacuation of people and the preservation of life. This prime consideration over-rides all other considerations such as saving property and extinguishing the fire.

In the event of a fire, the following procedure will apply:-

1. If a fire is discovered, the alarm shall be immediately raised.. All members of staff should be aware they must take this action if they believe there is a fire, no authority is necessary.
2. The Headteacher is responsible for summoning the fire brigade.
3. Immediate evacuation of the building must be the priority as soon as the fire alarm is sounded. Each class teacher is aware of the fire exit route and assembly point. Each teacher is responsible for evacuating his/her class. and should take a register check at the assembly point.
4. Re-entry of the building is strictly prohibited until the fire brigade officer in charge declares it safe to do so.

Evacuation using fire escapes using the above procedure should be followed if possible. Contact emergency services as soon as possible.

Each teacher is responsible for evacuating his/her class and should take a register check at the assembly point.

Electrical Equipment

All electrical equipment must be tested on an annual basis by a recognised electrical contractor. No other persons shall attempt to test or tamper with any electrical equipment. Records of tests must be kept in a log book and a certificate issued.

Persons who use electrical equipment must visually inspect it on every occasion it is to be used to see if cable insulation and the plug is not damaged.

If any equipment is found to be faulty please report to the Headmistress. The defective equipment should be clearly labelled and should not be used.

At the end of each day electrical equipment must be disconnected from the mains.

Children should not be allowed to touch any electrical equipment without permission.

Computers

1. Children to use computers under supervision only.
2. The keyboard should be in front of the body to reduce twisting. There should be sufficient space in front of the keyboard to provide support for the hands and wrist during pause in keying.
3. A chair with adjustable height and tilt should be used.
A five to ten minute break should be taken every hour.

Security

See Security policy

SYCAMORE HALL PREPARATORY SCHOOL

SCHOOL EMERGENCY PLAN

Emergency Procedure

Sycamore Hall is committed to ensuring that, in the event of a Major Emergency or incident, the School will provide an effective Emergency response to minimise the impact of the Emergency and ensure the **wellbeing and safety** of all children and adults in the school' care.

An Emergency incident or crisis can be clarified as an unexpected event which affects the school community, and which causes disruption on a scale, which is beyond the normal coping capacity of the School. The Emergency incident may involve significant threat, damage or injury to property and individuals.

The following are examples of Emergency Incidents that may impact on the School:

Fire or flood to buildings and contents

Death, accident or assault to members of staff or pupils

Missing Person(s)/abductions

Natural major Emergency incident - Earthquake, etc.

Objectives of School Emergency Plan

In the event of an emergency such as a flood, explosion, etc. the action taken should concentrate on the evacuation of people and saving lives.

Ensure the Emergency incident is communicated quickly and clearly to supporting agencies, enabling support arrangements to be rapidly activated, e.g. Fire Station, Police, etc.

Ensure that actions and decision making during the Emergency incident is properly recorded.

To facilitate the return to normal working arrangements at the earliest time.

The Emergency Plan will be put into action by the Headmistress.

Check List

- Assess the information and situation.
- Make phone call to appropriate Emergency Services
- Commence log of all action and decisions
- Ensure safety/welfare of pupils and adults in the care of the school.
- Ensure pupil registers are available
- Consider Emergency Roll call of all pupils and adults in the care of the school.
- Consider evacuation of school. If it is decided that evacuation of school is required, children to leave by main school door with class teachers. Offer reassurance to children and ensure calm atmosphere is maintained.
- Consider activating school closure
- Identify any pupils or adults needing specific support.
- Liaise with Emergency Services
- Keep pupils and staff informed of situation
- Prepare information for parents
- Consider arrangements to assist the school in making a speedy return to normal functions.

An Emergency evacuation drill will take place once during the school year.

Policy Reviewed March 2016

Next Review: March 2017

SYCAMORE HALL PREPARATORY SCHOOL

HEALTHY EATING POLICY

At Sycamore Hall Preparatory School we are committed to encouraging and developing positive attitudes towards food and a healthy diet. We are dedicated to helping each child understand the role of healthy eating in achieving good health.

Aims

The school aims to:

Provide opportunities for each child to access knowledge, understanding and skills related to healthy eating so that they may make informed choices.

Raise awareness of the concepts of 'eating' and 'diet' and their importance in maintaining good health.

Develop a positive attitude towards eating habits.

To ensure pupils are well nourished at school and that every pupil has access to nutritious food and a safe, easily available water supply during the school day.

Curriculum

In Foundation stage, KS1 and KS2 healthy eating is addressed through:

Science units

PSHE units

Topic work

Lunch time

Home Economic lessons

.

Gardening Clubs

The pupils have the opportunity to grow their own fruit, vegetables and herbs. Compost is produced from leaves and vegetable peel.

Healthy Snacks

Children are encouraged to eat healthy snacks such as fruit, vegetables and cereal bars.

School Meals

Menus for lunches are chosen by the Headmistress in consultation with Mr. Paul Cook, local chef. New menus are set out termly with fresh produce being used where possible.

The school aims to provide well balanced menus with fresh fruit offered as an alternate dessert. A vegetarian option is always available.

Children will be encouraged to develop good eating skills and table manners at lunch time by:

We actively encourage the children to try a wide range of foods at lunchtimes to develop a taste for a greater variety of foods and achieve a balanced diet.

Demonstrate good manners in the dining room with correct use of cutlery and saying please and thank you.

Ask permission to leave the table.

Parents will be advised if their child is not eating well

Packed Lunches

Packed lunches are only required for school trips. A healthy packed lunch should contain a mix of foods from the Eat Well plate. A good packed lunch should contain:

A starchy food, such as bread, rolls, pitta bread, naan bread, potatoes, rice, noodles.

A good source of protein, iron and zinc such as meat, fish, beans or eggs.

A good source of calcium such as cheese or yoghurt

One portion of fruit and one portion of salad or vegetable.

Policy Reviewed March 2016

Next Review: March 2017

SYCAMORE HALL
POLICY
On
HEALTH

First Aid Arrangements

The trained first-aider has undertaken training and obtained a recognised first-aid certificate. Refresher courses are attended as appropriate. First-aid certificates are displayed on the school notice board.

It is the duty of the first-aider to give immediate help to casualties with common injuries or illnesses and those arising from specific hazards at school. When necessary, ensure that an ambulance or other professional medical help is called.

Medication will only be administered with the written consent of the parent. A record book of all medicines administered by the first-aider is kept which is always signed by parents. Details of type of medicine, dosage given and time of administration are recorded. All medicines are kept in a secure place. Antibiotics are kept at the correct temperature.

Accidents and Incidents

1. Children to be made aware that all accidents/incidents to be reported to class teacher.
2. A record is kept of any reportable injury, illness, disease or dangerous occurrence, the date, time and place of the event, personal details of those involved. Details of the injury/illness and what first aid was given, what happened to the person afterwards (sent home, resumed normal duties, went back to class, went to hospital). All accidents to be recorded in accident report book, giving details of time, date, nature of accident and injury sustained and any first aid given.
3. Each accident to be fully investigated by class teacher to determine the cause so any preventative measures may be taken.
4. Accidents to employees must be reported to HSE if-
they result in death or injury
they prevent the injured person from doing their normal work for more than three days.

5. First aid boxes should be clearly identified as first aid containers, the markings should be a white cross on a green background. First Aid equipment to be checked and replenished on a regular basis by appointed first aider. Items should not be used after expiry date. All staff have access to single use disposable gloves and hand washing facilities for administering first-aid.

6. First aid accommodation with washbasin and W.C. near by is available.

7. Adequate first-aid provision is available for off-site activities, e.g. school trips. Separate first aid kit for travelling is available.

8. Parents to be informed of any accident/incident at school.

9. Dealing with Burns/Scalds

Refer to First-aider for treatment. Run or pour cold water onto area for 10 minutes, cover burn with non-stick dressing. Seek medical advice.

10. Dealing with Electric Shock

Refer to first-aider - Make sure casualty is not touching any electrical equipment. Turn off electricity supply or you may get a shock. Raise legs and feet. If casualty is unconscious, check breathing and pulse. If responding, place in recovery position, ring for ambulance.

Procedure for any allergic reaction

Refer to first aider - Can cause shock. Raise the legs and feet while flat on their backs. Check pulse every 2 - 3 minutes. Call for medical help.

Wasp Stings - apply cold water on a pad and make sure sting is removed.

Peanut allergy - Take pulse rate, give Piriton or use an Epipen. Ring for ambulance.

Policy in the Event of child requiring treatment at Emergency Department/Hospital

If a child is judged by the First-Aider to require treatment at Accident and Emergency Department, firstly the parents of the child should be contacted and informed. It may be practical for the parents to take the child to accident department if they could do so immediately. If not, a member of staff (Mrs. Nicklin plus teaching assistant) will drive the child to the department but the parent will of course be informed of this action. It is advisable to contact Doncaster A & E on 10302 553100 to see the waiting time and if the situation necessitates to take the child to Mexbrough Hospital instead.

General Hygiene

It is important that the school is kept in a clean and tidy state at all times.

The premises are cleaned by cleaners in the early evening when there is least disruption to the school. Floors, surfaces and toilets are thoroughly cleaned on a daily basis.

Toilets are checked on a regular basis to see if they are in good working order.

Toys and equipment are washed at regular intervals, ie. Half-termly.

Children are instructed to wash their hands after they have been to the toilet and before touching any food. Staff also raise children's awareness of good hygiene practices such as nose wiping and disposal of the tissue, covering mouth when coughing and sneezing and cleaning teeth regularly.

Rubbish is carried to the bins on a daily basis and kept in a restricted area.

Animals

Animal husbandry is encouraged at Sycamore Hall and so it is important to follow these simple rules:

1. Animals are kept free of disease and have appropriate health checks at regular intervals.
2. Children are asked to wash their hands after handling animals and their equipment.
3. Parents are asked to inform us of any allergies or fears towards animals.

Health and Safety in the Kitchen

Staff responsible for food preparation, i.e. Mrs. J. Clanachan, attends appropriate training courses on a regular basis.

Regular health and food safety inspections are carried out by the Local Authority and any recommendations made are instigated.

1. All food is stored at the correct temperature.
2. All work surfaces and equipment cleaned and sterilised.
3. Keep cleaned and disinfected any sink area which is to be used for food work.
4. Designate a separate sink for washing hands.
5. Food temperatures regulated when cooking.
6. Food temperature checked for refrigerator and freezer.
7. No smoking in the kitchen area.
8. Good ventilation to prevent excessive heat, condensation, dust, steam and odours to be provided.
9. Electrical equipment checked on a yearly basis.
10. Sufficient waste receptacles are provided with tight fitting lids.

11. Wear protective clothing to prevent cross-contamination - aprons, head covering and rolled up sleeves.
12. Wash hands and remove jewellery before entering the food preparation area. Wash hands after visiting the lavatory.
13. Avoid touching the hair, nose, mouth whilst handling food.
14. Use separate chopping boards and utensils and wash hands between handling raw and cooked foods to prevent cross-contamination.
15. Take care with ovens, kettles, hot pans and sharp knives.
16. Stock rotation should take account of shelf-life.

Policy Reviewed March 2016

Next Review: March 2017

SYCAMORE HALL
POLICY
on
FOOD AND DRINK

Food and Drink

Adequate and nutritious food and drink are essential for children's well being. All children are required to have school lunch. This ensures that children are having a well balanced, cooked meal every day. Only in exceptional circumstances (religious, medical, etc.) are children allowed to bring in packed lunches.

Menus are reviewed on a termly basis. Often surveys to find out children's likes and dislikes are carried out. There is a summer menu and a winter menu offering suitable food for the season.

Special dietary needs can be catered for. A vegetarian alternative is always available. Any food allergies are noted and strictly adhered to. Information is obtained on our Admission Form of any advice regarding special diets and food allergies..

Children are always supervised during mealtimes. They are instructed in correct table manners and in the proper use of cutlery.

Children are instructed that food swapping is not allowed due to dangers of allergies.

Children are made aware of the importance of sensible eating for their bodies to function correctly. Also they are encouraged to drink plenty of fluids especially after physical exertion.

Parents are asked to inform the school of any dietary problems their child may have. Any problems observed in school are reported to the parents verbally. Should the problem persist then a meeting would be set up with parents to discuss an action plan; this may involve recommendation of referral to dietician.

Children are provided with a mid-morning drink of either orange or blackcurrant and bottled water is available throughout the day.

SYCAMORE HALL

EQUAL OPPORTUNITIES POLICY

All individuals have the right to be treated with dignity and respect at all times.

Our policy applies to discrimination against people on any unjustifiable grounds, including the following:-

- gender or marital status.
- racial or ethnic grouping
- age
- nationality
- sexual orientation
- gender reassignment
- religion or spiritual beliefs
- responsibility for dependants
- trade union activities
- illegitimacy
- prior offences

It is our aim that no person receives less favourable treatment or is disadvantaged by any form of direct or indirect discrimination.

Unfair discrimination cannot be eradicated merely by seeking to observe the letter of the law, but only by energetic, practical commitment of all concerned to promote equal opportunity.

In the employment field, selection criteria and procedures will be under constant assessment to ensure that individuals are selected, promoted, trained on the basis of their relevant merits and abilities.

Any occurrence of discrimination by or against employees will be investigated and could result in disciplinary action.

In the Classroom

It is the policy of the school that no pupil will be treated less favourably or is disadvantaged by any form of discrimination.

Lessons will be given on the importance of accepting and understanding differences in age, sex, culture, religion, racial, disability, appearance and intelligence as set out in our PHSE policy.

Children will be encouraged to treat everyone as an equal. Children are encouraged to report any form of discrimination against them to their class teacher.

Any incident of a discriminatory nature between children will be dealt with on an individual basis. The offending child will be lectured to show him/her how unfair his/her behaviour has been. In cases of repeated offenders, more serious action will be taken depending on the degree of discrimination, ie. bullying type action due to discriminatory reasons.

SYCAMORE HALL PREPARATORY SCHOOL

POLICY ON BEHAVIOUR

We make every effort to provide a safe, caring environment, where the children have the security of knowing they are respected and valued as individuals.

We are committed to creating the conditions for a calm, orderly community where consideration, tolerance and mutual respect are paramount. We believe these values are critical in creating a positive, encouraging atmosphere where effective teaching and learning can take place. This depends on close co-operation and support, a clear structure of expected standards of work and behaviour and a fair, consistent approach.

All children need firm, consistent boundaries within which they can operate. They will inevitably test these boundaries, but it is important that a value system is upheld which supports children and enables them to develop responsibility and come to their own judgements.

Self-discipline, is, we believe, the best form of discipline and we seek to develop and foster this in the children from the moment they start school.

We recognise the importance of a close home/school partnership and involve parents in the management of children' behaviour wherever possible.

Aims

We aim to:-

1. Develop and maintain an agreed framework for discipline which emphasises praise and a positive approach, is clearly understood by all and is consistently applied.
2. Provide a relevant, interesting and stimulating curriculum which is appropriately differentiated and maintains a high level of motivation.
3. Use appropriate teaching methods which encourage self-motivation, self-discipline and self-esteem, give opportunity for co-operation and build on achievement and success.
4. Foster a school ethos which values the contributions of all staff and pupils and encourages the building of good relationships.
5. Involve parents in the behaviour policy of the school and to ensure adequate and prompt communication with them on matters of mutual concern.

OBJECTIVES

Through a consistent approach to behaviour management, our objectives are that:-

1. Children should:

Learn to understand what good behaviour means.

Learn to respect themselves and to show courtesy and respect to other children, adults and animals.

Learn to show care, consideration and tolerance towards others.

Develop confidence and self-esteem.

Learn the value of friendship.

Become self-motivated and work hard to achieve their full potential.

Show self discipline and a sense of responsibility.

Feel valued, happy and secure.

2. Teachers should:

Be able to teach effectively with few behaviour problems.

Be able to meet the needs of all children.

Involve parents in a positive way.

Offer support to each other.

Develop professionally.

3. Parents should:

Feel confident that their children are growing personally, socially and academically.

Know that their children will receive support if they need it.

Feel welcome in school in the knowledge that they can discuss their children's progress or any problem in a positive, supportive atmosphere.

BEHAVIOUR WE DO NOT TOLERATE INCLUDES THE FOLLOWING

Bullying

Physical and verbal abuse

Swearing

Name calling/teasing

Fighting

Disobedience

Damage/stealing of property and equipment

POLICY IN PRACTICE

Teaching and Learning Approaches

We can take positive steps to encourage good behaviour and minimise the conditions for children to misbehave in the following ways:-

1. By creating a pleasant, relaxed but purposeful atmosphere in the classroom, where children are respected, expected to show respect in return, and have a clear idea of our expectations.
2. By emphasising and building on success. All children seek approval, and praise and encouragement are far more effective than criticism and punishment. We aim to develop self-esteem by showing children that we value their efforts and achievements. A child who has a low sense of worth or feels a failure is more likely to behave in an unacceptable way.
3. By encouraging the development of self-confidence. Allowing the children to make small decisions for themselves from an early age, and gradually allowing them to take more responsibility for their own actions, enables them to become more aware of, and confident in, their own abilities.
4. By showing the children that we take pride in the school and value their contributions. The way we organise the classrooms and the quality of the displays around the school are evidence of this. We can only expect the children to care for, and show a pride in their surroundings if we set correct examples.
5. By organising our classrooms in an orderly way. Materials used by the children should be tidily and conveniently stored and easily accessible. We can then encourage independence by allowing children to choose and get their own materials where possible (with the minimum of fuss) and insist on thorough tidying away afterwards. Poor classroom organisation can create confusion and aimlessness in the children which can often lead to bad behaviour.
6. By providing carefully planned activities which are interesting, stimulating and appropriately differentiated. A child is less likely to misbehave. Boredom and lack of direction may lead to bad behaviour.
7. By always showing consistency of approach. Children are more likely to accept a code of behaviour if it is clearly understood and consistently and fairly applied.
8. By making every effort to foster good relationships and emphasising the importance of courtesy, thoughtfulness, honesty, kindness and loyalty. These attitudes need reinforcing all the time.
9. By ensuring appropriate supervision of children at all times, ie. In the classroom or school grounds. Children need to be aware of this supervision and the reasons for it.
10. By giving the children increasing responsibility as they develop and mature, showing them that we trust them and value their opinions and individual contributions to the school community.

RULES, REWARDS AND SANCTIONS

Classroom Behaviour

In order to fulfil our aims and objectives, we have developed a clear code of conduct based upon a balanced combination of rewards and sanctions.

It is important that everyone in school clearly understands what acceptable behaviour is and what is not, and that unacceptable behaviour is dealt with in a consistent way.

Behaviour is considered to be inappropriate if it hinders a teacher from teaching or children from learning.

In order to promote high standards of behaviour, we, as teachers, need to be clear about our expectations in the classroom and ensure that these are clearly communicated to the children.

It is important that classroom rules are unambiguous, kept to a minimum, clearly understood by the children and in effect at all times.

It is also important that we focus our attention on positively recognising good behaviour in order to clearly communicate our expectations to the children. By praising children as they work hard and follow rules we are reinforcing the attitudes and behaviour patterns we value.

Children also need clear boundaries. Consistent use of positive recognition will help motivate children to behave well, but there are times when children test these boundaries and choose inappropriate behaviour. They have to learn that unacceptable behaviour carries real consequences.

Through a clear and consistently applied framework for discipline, we should teach children to choose behaviour which is socially acceptable and beneficial to them and the rest of the class.

CLASSROOM CODE OF CONDUCT

Classroom rules should be fully discussed with the children. They need to fully understand them and the reason for them. They should be agreed by the class and displayed in the classroom.

Rules may vary slightly in wording according to the age of the children but it has been agreed that they are based on the following:-

- (i) Follow instructions.
- (ii) Keep hands, feet and objects to yourself.
- (iii) Always be kind to others.

Positive Recognition

We believe that good behaviour should be recognised in the following ways:-

- 1. Verbal praise.
- 2. Encouraging wider recognition of particular effort by:-
 - sending child to another class with work
 - extra recognition in assemblies.
- 3. Extra responsibilities, e.g taking messages.
- 4. Sending child to Head for extra praise.
- 5. Award Endeavour Cup for pupil who has worked extra hard and for good behaviour.

Consequences

We have agreed to apply the following sanctions in cases of misbehaviour

First Time	Verbal warning/name recorded
Second Time	Grounded one break time
Third Time	Grounded all day
Fourth Time	Referral to Headteacher Name in behaviour book
Fifth Time	Referral to Headteacher Parents contacted to discuss ways to improve behaviour

In very serious cases, advice may be sought from the Education Welfare Officer or the School Psychological Service.

PLAYGROUND CODE OF CONDUCT

Children need to be equally clear about what is expected of them in the playground.

The children are encouraged to always consider other children in the playground.

The children should have a thorough understanding of the following:-

- (i) They should play in the designated areas.
- (ii) They should not come back into school unless permission is given by a teacher.
- (iii) They should observe the procedure for when the bell rings.

Failure to observe these rules (e.g. Running onto garden area) should be interpreted as not following instructions.

As in the classroom, we reinforce good behaviour wherever possible by praise and positive recognition. However, we have agreed in the following sanctions to be applied in cases of misbehaviour.

First time Verbal warning/name recorded

Second Time Grounded for one break

Third Time Grounded all day

Fourth Time Referral to Head/name in behaviour book

Fifth Time Referral to Head/Parents contacted.

It is important that the children receive the same messages from all members of staff and that rules and standards are consistently applied.

SYCAMORE HALL PREPARATORY SCHOOL

SECURITY POLICY

1. Front access doors to be kept locked other than from 8.00 a.m. Until 8.50 a.m. And from 3.45 p.m. and 4.30 p.m. when a teacher is on door duty.
2. No-one allowed on school premises without authorisation. Visitors must produce formal identification and sign Visitors Book.
3. All authorised visitors to be escorted off the premises when leaving.

Action to be taken if an intruder enters the premises

If an intruder enters the premises the safety of the children is of the utmost priority.

1. The intruder will be observed closely by a member of staff (Mrs. S. Nicklin) who will also try to ascertain the nature of his business and how much of a threat he/she is.
2. All children will be summoned to the School Hall and accompanied by a teacher.
3. The Headmistress will contact the local police.

Procedure for Children' Departure

Children will not be released to individuals other than the parent without prior consent from the parent. This may be verbal. A child will not be released into the care of a person unauthorised under any circumstances.

If for any reason a child is not collected from school he/she will remain on school premises under the supervision of a teacher until the parents can be contacted and suitable arrangements made for collection.

SYCAMORE HALL PREPARATORY SCHOOL
POLICY
For
RISK ASSESSMENT

Risk assessment policy is reviewed on an annual basis. It identifies risks and hazards both indoors and out, including equipment, materials and procedures.

Potential areas of risk identified:-

1. Electricity and Gas

All electrical appliances are inspected on an annual basis by qualified firm. Any recommendations made are carried out. Electrical equipment and cables always positioned to avoid accidents. All electrical appliances are switched off by members of staff at end of day. Children are not allowed to switch on any electrical appliance. See Health and Safety Policy. Gas fixtures are on annual contract with British Gas.

2. Floors and Stairs

Kept in good repair and inspected for wear by the Headmistress twice a year. Cleaning of floors takes place when children have left the classroom to avoid slipping. Handrails installed to staircases.

3. Storage of Furniture

Furniture to be stored in a sensible way to avoid toppling over accidents, etc.

4. Storage of Equipment

5. Storage of Dangerous Substances

6. Doors, Glass and Windows

7. Potential Dangers of visitors

See Security Policy

8. Outings and Trips

9. Outside Area

Play area to be checked by a member of staff to see that all gates are secured. The playground surface is checked for state of repair and any objects which should not be there removed. Children are supervised in the playground by a member of staff at all times. The pond has a safety barrier installed and children are not allowed near the pond without a teacher.