



TRURO PREP SCHOOL

TRURO PREP SCHOOL

Pre-Prep Handbook

2017/2018



We are delighted that you have chosen to join us in the Pre-Prep department. Our welcoming, vibrant and nurturing setting provides an ideal environment for your child to start upon what we hope will be a life - long love of learning. Careful care and attention is given to every child, ensuring that their needs are met, so that they can become confident and independent individuals who relate well to their peers and to others.

From the very start in Nursery we encourage children to question, explore and to learn about themselves, others and the world about them. Our highly skilled and dedicated teaching staff ensure that whilst there is a strong focus on establishing firm foundations in literacy and numeracy we also offer a rich and broad based curriculum, which ensures that all children have the opportunity to flourish. Our children also benefit from specialist teaching for PE, music, swimming and French.

There are four year groups in the Pre-Prep Department:

- Nursery (3-4 years)
- Reception (4-5 years)
- Year 1 (5-6 years)
- Year 2 (6-7 years)

At Truro Pre-Prep we firmly believe that a happy child is a child who will learn. We encourage you all to share in your child's learning and be a part of our wonderful school community, through daily contact with class teachers, open assemblies and our many special events.

We look forward to a long and happy partnership with both yourselves and your child.

Ms Kate Williams (EYFS Coordinator)
and Mr Peter Sharp (Key Stage 1 Coordinator)

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SECTION 1: Starting Nursery

It is our aim to make the very first experience of school as exciting as possible for every child. All new children are invited with their parents to attend several stay and play sessions in the summer term prior to the September that they start Nursery. This not only gives the children time to familiarise themselves with the Nursery environment and their new peers but also allows you as parents time to discuss any issues or concerns with our Nursery staff and to meet with other parents. These sessions enable your child to make the transition from home to school with more confidence.

We will send you an entry profile and a medical information sheet in your offer pack to complete prior to your child starting in the Nursery so that we have as much information as possible about how best to settle your child. If your child has any specific medical needs or dietary requirements we can also arrange for you to discuss these with our EYFS co-ordinator or Key Stage 1 co-ordinator and either Mrs Tall, our school first aider, or Mrs Sue McIntosh, our Prep Support Services manager to ensure that we fully provide for their needs.

You will also be given information concerning uniform requirements, timetabling of the Nursery day, sample menus and choice of activities and days your child will be attending. We hope that our Pre-Prep handbook will inform you further about our curriculum, key policies and daily routines.

We are very proud of our genuinely 'open door' policy and assure you that staff are always on hand to discuss any queries or concerns you may have. In the Early Years we have home/school books to share any additional day to day information together.

For some children this may be the very first time that they are parted from you and we work very closely with you to ensure the most positive and happy start for your child, gradually building up the number and length of sessions as necessary.

Once your child is settled into the Nursery you will be invited to attend a short meeting with Mrs Collinge to discuss the progress that they are making and to consider their next steps together. Thereafter, there will then be regular opportunities to meet together to discuss the progress that your child is making and to also share your child's learning journey together.

Joining the Pre-Prep at other points:

Every effort is made to help your child quickly settle into our busy and happy department. Your child will be offered at least one taster day, where they can experience the structure of our school day themselves and we ensure that our pupils give a very warm welcome to them, offering genuine friendship and support. We have a parent representative for each class who will make themselves known to you and introduce you to other parents. They can also help answer any queries you may have.

Your child's class teacher is available at the start of the school day, for a quick information exchange or to discuss any minor issues and you are always welcome to make an appointment to meet staff, at a mutually convenient time, to discuss your child's progress, achievements and well-being. You are also very welcome to use the home/school link book or reading diary to raise any minor issues or concerns.

SECTION 2: PRE-PREP SCHOOL DAY

Time	Lesson
7.45am	Early Birds Club – supervision is free
8:15am	School Opens - Pupils may be taken to their classes (if you arrive earlier, please take your child to the Early Birds Club located in the dining room)
8:40am	School Starts - Registration
9:05am	Lesson 1
9:40am	Lesson 2
10:15am	Break (milk, biscuits and fruit available for pupils)
10:35am	Lesson 3
11:10am	Lesson 4
11:45am	Lesson 5
12noon	Nursery Lunch
12:15pm	Lunch (in the dining hall)
12:45pm	Lunch break
1:10pm- 1:30pm	Assembly
1:25pm	Lesson 6
2:30pm	Break (fruit available for pupils)
2:45pm	Lesson 7
3:30pm	End of school (Nursery pupils can be collect from 3.20pm onwards)
3:45pm– 5.30pm	After School Club
5.30pm – 6.15pm	Supper Club. There is a supervision charge of £6 made for all children who attend for any part of this time

Pupils to be collected from the classroom

Playtimes

Playtimes are monitored by at least two members of staff.

School lunches are compulsory. Pupils have a choice of a traditional hot meal, pasta with a sauce, a salad bar or a jacket potato with a topping. For desserts; homemade yoghurt, fresh fruit and a hot dessert which is served every day using our self service system.

Breakfast Early Birds Club

Breakfast Early Birds Club is available for pupils in the dining hall from 7.45am. **Supervision is free.** The usual charge of £2.50 applies if your child requires a breakfast. For those who are not eating, there will be simple games and activities.

After School Care Club

There is an after school care club, known as tea club, that runs from 3:45pm to 5:30pm and held in the Pre-Prep building where a variety of activities are available. A snack will be offered at 3.55pm. A charge of £1 per quarter hour from 3:45pm will be made. You may order a cold packed supper for £3.20 for your child to eat at tea club or on the journey home. This must be ordered by 11am on the day.

For your information these are the details you will need to know:

- If you wish to book a regular place on a particular day, please complete the tea club form and return this to us in the Pre-Prep. Your child's name will then automatically be registered for that day each week for the term. If however, your child does not require the reserved place, it is important that you let us know 24 hours in advance or at the latest by the beginning of the school day as this releases the place for another child.
- If you require occasional use of our After School Care Club, please sign the list in the Pre-Prep entrance and please allow us 24 hours notice if possible.

The club can be contacted by parents through the school number:

01872 272 616 ext 117

(As soon as you hear the recorded answer message, key in the extension and the system will connect you automatically).

or by calling **01872 243 127**

Prep Homework Club & Supper Club

Prep School Homework Club and **Pre-Prep Tea Club** will both end at **5.30pm**. Pupils can also order a packed tea for £3.20 for the child to take with them for the journey home. Please order this by 11am by email. At 5.30pm, all pupils still at either club will be brought across to the Dining Hall to join the Supper Club, from where they should be collected.

- **Supper Club** starts at 5.30pm and continues until 6.15pm. There is a **supervision charge of £6** made for all children who attend for any part of this time.

Parents may opt for their child to have a small, hot supper at this time (at no extra charge), but this must be ordered before 11am on the day.

If you would like to order a hot supper for your child, please contact the Reception Office by 11am on the day a hot meal is required. Please [view the website's catering pages](#) for the menu which will rotate on a 3 week basis.

Clubs and Activities

We offer a wide range of lunchtime clubs, activities and after school extra-curricular activities where there something for everyone, including our own Beaver colony. Please have a look on the website for details of this term's clubs.

Essential items

All pupils will need in school every day a pair of Wellington boots, a plain navy blue waterproof and a named plastic drinking cup or water bottle. They will also need a school woolly hat in the winter months and a school cap during the summer months.

Please ensure that all items are clearly named. For coats and jumpers, please ensure a label is attached to the neck or collar.

SECTION 3: HOMEWORK

Pre-Prep Homework

In the Pre-Prep we believe that homework should be set regularly in order to provide reinforcement of work covered in class. It is our aim that homework tasks reflect our exciting and vibrant day.

The setting of homework helps teach our children how to structure and organise their learning, which helps provide good working habits that will make for successful transition into Prep.

Homework also helps enhance our home-school partnership and encourages parents to actively engage in their child's learning. We really value parent comments and feedback and the Reading Record Book provides an excellent channel of communication between home and school.

It is, however, important to recognise that our school day is a long one and many children attend activities after school. Homework therefore remains optional within the Pre-Prep, with the exception of reading. Pupils in all the classes in Pre-Prep are encouraged to read with an adult every night.

We encourage parents to continue to read to their child throughout their time in Pre-Prep as reading aloud to a child plays a vital part in their reading success, helping develop vocabulary, listening and key language skills.

Children in the Early Years are encouraged to choose a library book each time they come to school and also to select a story sack to share at home.

Once a child begins on a formal reading scheme, books are sent home and parents are encouraged to hear their child read on a daily basis and to record this in the Reading Record/Home School Book. Children are also encouraged to continue to make regular use of our wonderful library facilities.

Early Years:

Children in Reception follow our own phonic scheme and weekly homework is set to consolidate letter formation and recognition. Individual words will also be sent home as they move onto more extended work. Topic related challenges or practical activities may also be sent home for parents to work on together with their child.

Years 1 and Year 2:

In addition to reading daily with an adult a list of 10 words to spell will be sent home which are linked to the phonic pattern of the week. There will also be both a weekly maths and literacy or topic activity to consolidate the learning objective covered that week.

Children with identified needs may also be set additional tasks.

To ensure progression and continuity, our reading records are passed on to the following class teacher.

A reading bag can be bought from the office on entry to the Pre-Prep. It is also intended to be used as a 'general school bag'.

How to Help

Year 1 & Year 2

You are important partners in helping your children to learn and we ask that you spend ten to 15 minutes each day with your child on at least one of the activities below.

Listening to them read
Helping them learn spellings and word patterns
Helping them find items to bring to school which link to a topic
Playing games, learning to share and take turns
Helping with numeracy/literacy homework
Helping to do research into an educational topic
Practising handwriting

Time spent on these activities should be fun and an opportunity for you to talk to your children about the day.

Reading – How can you help?

Your child will be coming home each day with a reading book along with a reading record book. Your child will benefit from reading each day and talking about what they have read. If your child gets stuck on a word here are some hints to help them.

Let them read on and work out the word
Use the picture to give them clues
Give them the first or the last sound as a hint
Read the word for them

In order to check your child's progress we would like you to use the reading record book at the end of each reading session. Please write the date and the page you reached any words that your child had problems with and any comments you wish to make.

Spelling – How can you help?

Each week your child will be writing down ten words in their spelling book. They will need to know how to spell these words for a test by the following Friday. Here are some hints on how to learn to spell.

Copy the word neatly
Check the spelling
Say the word slowly two or three times
Look for sounds that you can already spell (sh oo ch)
Sometimes there is an easy word in a long word (work)
Close the book and write the word out, saying each letter as you go

Notes

Your child will need to bring their reading folder to school each day. This folder is to keep their reading book, reading record book, spelling book, homework and any notes or letters from school. Please ask to see the folder each day.

SECTION 4: Reporting to Parents

We aim to work in genuine partnership with you based on establishing trusting and respectful relationships with a two-way flow of communication to meet your child's needs and achieve the best possible outcomes for all. We believe that working in partnership with parents underpins effective practice throughout a child's schooling.

- We have an open door policy between 8.15am and the start of the school day, which allows parents to easily approach staff to discuss any minor issues. You are also welcome to arrange to meet staff at a mutually convenient time, to discuss your child's achievements, targets, progress and well-being;
- Parents are also encouraged to make use of their Home/School link book or reading diary to raise any minor issues or concerns. Staff undertake to feedback either in person, in writing or via a phone call that same day. This helps parents who are unable to visit the class teacher to keep in touch and allows parents to play a key part in their child's learning and in turn offers staff invaluable input for increasing their knowledge of the unique child;
- As parents, you are also welcome to view your child's developmental records, such as the EYFS profile or assessment tracker at any mutually convenient time and contribute to your child's progress record;
- During the first half of the autumn term and in the spring term you will be invited to a parent/teacher interview or conference to discuss how your child has settled, progress made and together agree the next steps for their learning;
- Special achievements are reported to parents through the school newsletter and are displayed on the 'WOW board' in Pre-Prep, e.g. Star of The Week, Golden Book Award and WOW achievements and Teddy Targets.

Reporting to Parents with children in the Nursery

- During the first half of the autumn term the Mrs Collinge will carry out an entry check on your child, focusing on the 3 Prime Areas, which will be shared with yourselves and targets will be jointly agreed;
- Learning Diaries with a short achievement summary of the term will be sent home at the end of the autumn, spring and summer terms for your child to share with you but you are also always welcome to request to take these home at any time;
- We encourage you to contribute to your child's progress record and comment on their child's learning diary;
- In the summer term Mrs Collinge will write a full written report on all 7 areas (including prime and specific areas of learning), and you will be encouraged to respond in writing. There will also be comments from specialist teachers such as PE and swimming;
- During the summer term you will be invited to join in an 'Open Swim' session.

Reporting to Parents with children in Reception

- Learning and Development Summaries will be sent home at the end of the Autumn and Summer term on a memory stick. You are also welcome to view these in school or to request a hard copy. These profiles will have video footage of your child learning in Reception and tracks their progress against the early learning goals and assessment scales;
- You are given several opportunities to respond in writing to your child's progress record;

- In the spring term you are invited to attend an 'Open PE' session;
- As parents you are encouraged to celebrate with the Reception Staff 'WOW Achievements' for your child, which have happened at home. These are then celebrated in the class;
- In the summer term comments from specialist teachers will be added to the Learning and Development Summaries;
- In the Summer Term you will receive a powerpoint written summary showing progress made against the 17 Early Learning Goals as emerging, expected and exceeding. The report will also comment on the 3 characteristics of effective learning: playing and exploring, active learning and creating and thinking critically. In the summer term data will be returned to Cornwall County Council of progress made in EYFS;
- Should your child require an additional intervention or support, you are fully involved as parents in strategies to benefit your child and to create your child's own individual learning map. You are involved as partners in strategies to benefit your child. Targets are set together for both home and school.

Reporting to Parents with children in Key Stage 1

- At the end of the autumn term you will receive a short written report commenting on progress made that term in Maths, Literacy and Personal, Social and Emotional Development;
- At the end of the summer term you will receive a full written report commenting on all areas of the Key Stage 1 curriculum;
- Parents with children at the end of Year 2 will also receive separate written notification of their child's attainment at the end of Key Stage 1;
- As parents you are welcome to respond in writing and meet to discuss their child's report if they wish;
- In the spring term comments made by specialist teachers will also be shared during the parent/teacher conferences;
- In the spring term you will be invited to an 'Open P.E.' session and in the summer term you will be invited to attend the Year 1 & 2 swimming gala and open lesson.

SECTION 5: SMILEY BADGES & CERTIFICATES

Code of Good Work and Good Behaviour

We see discipline as the promotion of good behaviour and self-control. Our code of behaviour is founded in the caring ethos of our Pre-Prep. We aim to be positive, consistent, fair but firm.

1. Our aim is to develop:-
2. children's self-respect and self-esteem
3. children's respect for others
4. self-discipline
5. an understanding of appropriate and responsible behaviour
6. caring relationships
7. an awareness of the need for sensible rules, the reason for them and the need to abide by them
8. to promote and reward good work and behaviour
9. to generate a climate of praise rather than criticism

To encourage hard work, effort attainment and good behaviour pupils can be awarded through:-

- a) verbal praise
- b) smiley badges, stickers, stars, stamps
- c) Willday House certificates

In Reception, Year 1 and Year 2 all pupils have a personal Good Work Chart with twelve spaces to collect Good Work/Behaviour Stickers.

Once the chart is complete the pupil will receive a Willday House Certificate, which is presented during our Celebration assembly.

The pupil will then be given a new Good Work Chart to begin collecting stickers for their next certificate.

Any pupil gaining 10 certificates during the school year will be presented with a special award.

Certificates may also be awarded for special achievement such as continued good results over a period of time in spelling tests (and tables tests in Year 2), or some excellent work.

Each week one pupil from each class will be awarded a 'star' of the week certificate. In order to achieve this award pupils will need to do more than is normally expected, such as a super effort to over-come difficulties or to achieve a high standard or perhaps improve behaviour.

The Golden Book award will be given by to any child who has shown to have done something exceptional or very special during the week.

We also celebrate excellent table manners. Pupils in Year 1 and 2 are awarded table points for good manners and the winning table is invited to the golden table to have lunch with Ms Kate Williams or Mr Sharp.

SECTION 6: Our School Rules

Our assemblies and circle times help our children to understand and abide by our 'Rainbow Rules'. These are rules that the children have helped to write.

We are kind to each other
We listen carefully and don't interrupt
We try our very best
We are polite and show respect
We walk around school sensibly and quietly
We look after our things and school property
We keep our hands and feet to ourselves

We would ask you to also adhere to the following Pre-Prep school rules:

Full school uniform must be worn to and from school and pupils must have the correct PE and Games kit. (See uniform list in Section 13).

Pupils are not allowed haircuts that emulate the extremes of fashion. Hair should not be coloured or bleached during term time. Hair gel is not acceptable.

Girls with shoulder length hair or longer, should have their hair tied back using a discreet hair band.

Boys' hair must not be below their collar or in their eyes.

Pupils are not allowed to enter classrooms without the express permission of a teacher.

Pupils are not allowed to climb trees, fences, gates or to stand on benches or tables. Pupils are not allowed to play on the outdoor equipment without a teacher on duty.

Pupils may not wear items of jewellery, with the exception of ear studs for girls with pierced ears (which must be removed for games and PE), and items worn for religious reasons (with permission from the Head).

Pupils must not place their hands or arms around any other pupil's neck or throat, such as in a headlock or for strangling and must not pull or drag on another child's clothing.

Pupils must not bring the following into school without express permission from the Head or the EYFS coordinator or the Key Stage 1 coordinator: food (sweets), electronic toys, mobile phones, personal stereos, knives or any other potentially harmful or sharp object, or footballs. Where crazes occur, the Head or the EYFS coordinator or the Key Stage 1 coordinator reserves the right to ban items that are deemed to be causing problems amongst the pupils.

SECTION 7: DISCIPLINE & BEHAVIOUR

At Truro School Prep we wish to promote positive behaviour in a welcoming and caring environment where strong relationships are based on respect, developing positive self-esteem in every pupil.

The School Behaviour Policy applies to all pupils at Truro School Prep from Nursery to Year 6. It helps to provide an effective, safe, secure, happy and moral environment in which pupils are encouraged to thrive and develop academic, social and personal skills and qualities.

The policy promotes the orderly running of the school where school rules support our duty of care to all pupils helping them to determine the boundaries between acceptable and inappropriate behaviour; recognising how rewards and sanctions will be fairly and consistently applied.

The school has very high expectations of behaviour

It is the responsibility of all staff that policies and the school code of conduct are applied fairly and consistently. The promotion of good behaviour is the goal but it will sometimes be necessary to employ sanctions in order to enforce the school rules; reflect the seriousness of the misdemeanour; deter pupils from repeating the behaviour and to deter others.

Any pupil that the school believes would benefit from additional support will be considered for a Pastoral Care Plan (PCP). This decision would be made after careful consideration and discussion with the form tutor, the EYFS co-ordinator or the Key Stage 1 co-ordinator, the parents, and the Head where appropriate. The format of this will be determined by the needs of the pupil in question.

In all cases of managing a sanction the cause and effect is considered and strategies to help support pupils will be sympathetic to the needs and concerns of the pupil. Where necessary support through mentoring, counselling or therapy will be considered. This might include accessing external agencies.

The following guidelines are not exhaustive and the sanctions will be at a level that reflects the severity of the offence, the possible influence on others, and the maturity of the pupil.

All forms prepare their own 'code of conduct', which is agreed and signed by all members of that form. This happens across the whole of Prep and Pre-Prep. On occasions, however, pupils do transgress the code, or indeed the school rules. In these cases, the following procedures then apply.

The sanctions used at the school are:

- Informal talk
- Temporary Withdrawal
- Time out / time out bench in Prep at break times
- Short morning detention (Prep)
- Lunchtime Detention (Prep)
- Heads Detention (Prep)
- Temporary Exclusion
- Permanent Exclusion

Nursery – Year Two

The named person responsible for behaviour in the EFYS and Pre-Prep is the EYFS co-ordinator Ms Kate Williams. Mr Peter Sharp, the Key Stage 1 co-ordinator will oversee behaviour in Years 1 and 2. As a school we have high expectations of behaviour. The duty staff or Class Teacher deals with any minor breaches of discipline. The EYFS co-ordinator and the Key Stage 1 co-ordinator will be informed of all action taken and will follow-up as necessary

The safety of pupils is paramount in all situations. Staff will work with parents to promote good behaviour and a consistent approach will be agreed to dissuade unwanted behaviour. Information regarding a

particular pupil's needs will be discussed in weekly staff meetings to ensure continuity of approach from all adults working with the pupils concerned

If a pupil's behaviour endangers the safety of others, the class teacher will withdraw the pupil from activity until they are ready to take part again.

All pupils in Reception, Year 1 and Year 2 are given three smiley faces on a chart at the start of each day. If a pupil should breach the class code of conduct or the school rules the following procedures apply:

- If necessary, the pupil will be taken to another room to calm down or will be separated from others.
- The incident is discussed with all parties and in most cases a simple, verbal reprimand is sufficient
- Pupils will be warned that repetition will lead to losing a smiley face.
- For more serious infringements and where pupils have demonstrably broken clearly understood norms of behaviour they may lose all three smiley faces
- If a pupil loses all three smiley faces in one day they will be asked to have a 'time out' session. This may mean sitting quietly in the hall or classroom during break time. In the final instance a pupil may be given 'time out' with either the EYFS co-ordinator or the Key Stage 1 co-ordinator. An action plan is drawn up with the co-ordinators and the child to find a 'way back' and to reflect on behaviour
- Parents would be informed and if necessary would be invited in to speak with either the EYFS co-ordinator or the Key Stage 1 co-ordinator and the class teacher where a behaviour plan would be considered
- If the pupil's behaviour shows no sign of improving, the parents, class teacher and either the EYFS co-ordinator or the Key Stage 1 co-ordinator will meet to review the strategies that are in place and set new targets to promote improvement
- Outside agencies may be involved to advise or diagnose if there is an underlying cause for the behaviour (possible medical, emotional). The Head of the Prep may also be involved
- If the behaviour were to continue and only in very extreme circumstances temporary exclusion from class or school would be the next step
- Although these sanctions are in place it is not usual that a pupil needs more than the loss of a smiley face to modify behaviour.

Please see our whole school behaviour policy on the website for more information.

SECTION 8: ROUTINE MATTERS

Absence from School

If your son or daughter is absent due to illness, please call the School Office immediately to let us know by 10am on the first day, at the latest. We anticipate by September having a dedicated absence line / answering service to avoid the need to speak to a member of staff unless necessary. **On return** to school, please send a letter with your child to the class teacher, giving a brief explanation for your child's absence to place on file for our records.

Permission for absence **can only be given under exceptional circumstances (such as for medical appointments) and with at least 24 hours notice.** All requests for absence must be made to the Head of the Preparatory School. **School holidays are very generous and requests for absence during term time are only granted with great reluctance. Please check the term dates carefully before booking flights or making travel arrangements.**

Guardians

If as parents you are away from home during term time, please let the school know well in advance where you can be contacted and who is caring for your child during your absence with all the appropriate contact numbers.

Change of Address and Emergency Contact Numbers

We only find out that these are wrong when we need them. **PLEASE** let us know immediately if contact numbers change or your address changes.

It is a very good idea to write your contact details in the back of your child's homework diary.

Second Hand Clothing

For further information, please contact our Shop Manager, Mrs Jackie Fraser on 01872 271461.

Items of Value

Please discourage your child from bringing money or any items other than those required for school into school. On the rare occasions when pupils are asked to bring money into school, please ensure that he or she has a named purse to put it in.

Sun Protection

We want our pupils to enjoy their time outside safely without the risk of the harmful effects of the sun. We ask that in the summer term all children wear a named school cap when outside.

Where possible, please apply sunscreen to your child before they come to school and send a named tube or bottle of sunscreen to be kept in school, should it be needed (please see Section 15 for further information about our sun safety policy).

Care of Sick Children

The health and welfare of all our pupils is of prime importance to us and we ask you all to adhere carefully to our policy (please see Page 31 on administering medicines and caring for sick children).

Should you have any queries regarding the health of your child, please do not hesitate to talk to a member of staff in the Pre-Prep or Mrs Tall, the school first aider.

SECTION 9: TRURO SCHOOL UNIFORM SHOP & UNIFORM LISTS

TRURO SCHOOL UNIFORM SHOP

School uniform is purchased from our new school uniform shop that is located on site at the senior school (Truro School, Trennick Lane, Truro, TR1 1TH, at the bottom of the drive).

To purchase uniform items there are a number of options you can choose, outlined below. .

1. Visit the school shop personally – opening hours are outlined below along with an explanation of the appointment system.
2. Order on-line at <https://store.famousbranches.com/>. Your items will be parcelled and sent to the appropriate school office for you/your child's collection.
3. E-mail the Manager on truro@famousbranches.com listing items required and contact details so that payment can be made over the telephone.
4. Telephone the Manager, Mrs Jackie Fraser on 01872 271461 either to order items or make an appointment.

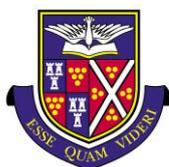
Truro School Uniform Shop opening hours, will be as follows:

From 5 September the shop will be open on a regular basis: Mondays 8am-12noon, Wednesdays 1pm-5pm and Fridays 8am-12noon. Not open during half-terms.

New parents or existing parents needing to equip a student with a large amount of new uniform or Games kit are recommended to make an appointment. Parents of our international boarders are recommended to place their orders online prior to arrival so that uniform can be ready for boarders' arrival at the beginning of the induction.

Gridline will also be running the second-hand uniform sale for us and parents should take anything that they wish to sell to the Uniform Shop. Only items of clothing that are clean and are in good condition will be accepted and will be classified as "nearly-new" and "second-hand" and sold for the appropriate discount of new items. The shop will not accept for sale footwear and under garments. Whilst second-hand uniform will be for sale in the school shop when it opens, please remember that all students must adhere to the new uniform regulations by September 2018.

We have created a small car-park on the lower terrace, behind the shop, for the use of uniform shop customers only. We would be grateful for your consideration to other shop customers and not leave your car here if you are walking into town or visiting a member of senior school staff. If you wish to combine your visit to the shop with an appointment in school, please use the main car park at the Sir Ben Ainslie Centre.



TRURO PREP SCHOOL

UNIFORM LIST SEPTEMBER 2017

All items must be clearly named
All items are for boys and girls unless stated otherwise

NURSERY AND RECEPTION

School Uniform:

Navy waterproof fleece lined school coat
Grey flannel trousers OR grey shorts – Boys
Grey flannel pinafore dress - Girls
School v-neck jumper with stripe at neck
Plain white polo shirt
Navy ankle socks – Boys
Navy ankle socks or tights - Girls

Summer uniform:

Grey shorts with short navy socks and closed-toe sandals (Optional – boys)
Light blue and white striped dress with short white socks and closed-toe sandals (Optional – girls)

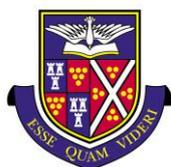
Games/PE Kit:

Please note that Nursery do not require any Games/PE kit for the Autumn and Spring Terms.
Games/PE kit required all year round for Reception

Plain white shorts
Plain white polo (in addition to school uniform)
Plain white socks
1 pair of PE shoes/trainers
Plain navy-blue swimming trunks – Boys
Plain navy swimming costume - Girls
Swimming hat (optional for Nursery)
1 Bath towel
Navy-blue School PE Bag
Maroon School swimming bag

Additional items for Nursery and Reception:

Smart, black or navy leather shoes with sensible heel no higher than 1 inch. Preferably with Velcro or buckle fastening.
School Book Bag
1 pair of Wellington boots
Navy cap in summer (optional)
Navy Beanie in winter (optional)



TRURO PREP SCHOOL

UNIFORM LIST SEPTEMBER 2017

All items must be clearly named
All items are for boys and girls unless stated otherwise

YEARS 1 AND 2

School Uniform:

Navy waterproof fleece lined school coat
Grey flannel trousers OR grey shorts – Boys
Grey flannel pinafore dress - Girls
School v-neck jumper with stripe at neck
Short or long-sleeved shirt (plain white with collar) – Boys
Short or long-sleeved reversed collar blouse - Girls
Elasticated School Tie – Boys
Navy socks – Boys
Navy socks or tights - Girls

Summer uniform:

Grey shorts with short navy socks and closed-toe sandals (Optional – boys)
Light blue and white striped dress with short white socks and closed-toe sandals (Optional – girls)

Games/PE Kit:

Plain white shorts
Plain white polo (in addition to school uniform)
Plain white socks
1 pair of PE shoes/trainers
Plain navy-blue swimming trunks (fitted short style) – Boys
Plain navy blue swimming costume - Girls
Swimming hat
1 pair of named swimming goggles
1 Bath towel
Navy-blue School PE Bag
Maroon School swimming bag

Additional items for Years 1 and 2:

Smart, black or navy leather shoes with sensible heel no higher than 1 inch
School Book Bag
1 pair of Wellington boots
Navy cap in summer (optional)
Navy Beanie in winter (optional)
Water Bottle (optional)

SECTION 10: FRIENDS OF TRURO SCHOOL

The purpose of the Society is to bring together parents and staff at the schools. It is run by a committee comprising of parent representatives, the Heads, school staff, a Governor and a member of the Former Pupils Association.

With children at Truro School and Truro School Prep parents are automatically members of the Society.

The Society runs a variety of fund raising social events throughout the year, commencing with a New Parents and Pupils Day in September. Details of forthcoming events will appear in the 'Friday Bulletin', and 'The Friends' area of the website.

There is a coffee shop run by parents on a Friday morning in the Dining Hall open to all parents at drop-off times, 8.30am – 9.00am.

TRAFFIC FLOW AND PARKING

Access to and parking within the school is limited and can become congested.

At the beginning and end of the school day a one-way system operates, whereby parents dropping off or collecting their children enter via the main gate from the main road (Tresawls Road) and exit via the back lane and gate on to Treliske Lane.

Please note there is a 15mph speed limit within the school grounds.

Parents dropping off or collecting from the Pre-Prep should aim to park either in front of Treliske House (the main building) or along the main drive.

Parents dropping off or collecting from the Prep School should aim to park around the roundabout.

For the system to flow, parents should aim to remain parked for the minimum time required to drop off or collect their children, so that their spaces can be vacated for others to use.

Between 9.15am and 3.15pm the barriers are put up to prevent access to the school roundabout from both the main drive and back lane; allowing the children to play safely in this area. If you pick your child up between these times, please return up the main drive which becomes a two way system, and remember that there is no right turn out of the school entrance.

Please do not park where there are double yellow lines.

Please park in the marked bays only.

Please do not double park.

SECTION 12: FEES FOR 2017 / 2018

FEES AND CHARGES

The fees and charges set out below will be applied from
September 2017

Fees per term (including lunch):

Prep

Year 5 – Year 6	£4195
Year 3 – Year 4	£4050

Pre-Prep

Year 1 – Year 2	£3055
Nursery – Reception (without EYF)	£2935
4 full days (Nursery only without EYF)	£2360
3 full days (Nursery only without EYF)	£1770
2 full days ((Nursery only without EYF)	£1180
1 full day (Nursery only without EYF)	£590

Nursery full day with Early Years Funding	£39.25
Nursery Afternoon with Early Years Funding	Free

Registration Fee (not refundable)	£50
Guarantee Fee (refundable on final bill)	£500

Individual music tuition per term (10 lessons)	£185
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Fees are due in accordance with the School's terms and conditions (see section 3) which can be found on the school's website www.truroschool.com/prep .

SECTION 13: TERM DATES

TERM DATES FOR ACADEMIC YEAR 2017 – 2018

Autumn Term 2017		
Begins	Wednesday	6 September
Half Term (2 weeks)	Monday	23 October
Return	Monday	6 November
End of Term	Friday	15 December
Spring Term 2018		
Begins	Thursday	4 January
Half Term (1 week)	Monday	12 February
Return	Monday	19 February
Ends	Thursday	29 March
Summer Term 2018		
Begins	Thursday	19 April
Half Term (1 week)	Monday	28 May
Return	Monday	4 June
Ends	Friday	6 July

TERM DATES FOR ACADEMIC YEAR 2018 – 2019

<u>Autumn Term 2018</u>		
Begins	Wednesday	5 September
Half Term (2 weeks)	Monday	22 October
Return	Monday	5 November
End of Term	Friday	14 December
<u>Spring Term 2019</u>		
Begins	Monday	7 January
Half Term (1 week)	Monday	18 February
Return	Monday	25 February
Ends	Friday	5 April
<u>Summer Term 2019</u>		
Begins	Wednesday	24 April
Half Term (1 week)	Monday	27 May
Return	Monday	3 June
Ends	Friday	5 July

SECTION 14: PRE-PREP POLICIES

Truro Prep School Anti-bullying Policy

A copy of this is published in the following areas:

*The school's website
Staff Handbook
Parents' Handbook (summary)
Pupil Prep Diaries (summary)*

Created: 1.10.15
Reviewed and updated: 1.9.16
Created by: Angela Barnett

A. Aims and Objectives

Truro School Prep is committed to providing its pupils with a safe, secure, comfortable and caring environment within which all pupils can flourish and grow with confidence. No child should ever have to accept bullying as a normal or even occasional part of their school life. Bullying of any kind is deemed unacceptable and will be taken very seriously.

The school aims:

- To create an environment that believes bullying is unacceptable and to ensure that it is tackled immediately when identified;
- To ensure a safe environment for its pupils;
- To raise general awareness so that the whole school community can play its part in recognising and responding should bullying occur.

It is the objective of this policy to set out clearly the means by which the school shall meet its aims by:

- Ensuring that all pupils, parents, teaching staff, non-teaching staff and governors are familiar with the school policy, and will know what to do if bullying occurs;
- Conducting appropriate training;
- Building understanding and discussion of anti-bullying and related topics in PSHE and pastoral sessions.

This policy should be read in conjunction with:

- School Behaviour Policy
- Anti- Racism Policy
- Child Protection and Safeguarding Policy
- Learning Support Policy

B. Definitions

- Bullying encompasses any behaviour that **persistently** seeks to undermine or hurt an individual or individuals;
- Bullying can take many forms and is often motivated by prejudice;
- Bullying is not a single, isolated incident of friends falling out. In helping to tackle bullying effectively and to avoid it being minimised or trivialised, it is important that parents, pupils and staff use the term accurately, with care and consideration.

Bullying is:

- Persistent;

- Intentionally negative;
- Involves an imbalance of power within a relationship.

It is often:

- Hidden;
- Subtle;
- Hard to see and understand.

It includes:

- Aggressive or insulting verbal put-downs;
- Physical attacks that aim to hurt or undermine another individual;
- Mistreatment of another individual's possessions;
- Selective acceptance within and exclusion from a group;
- Written or electronic communications that convey insults to another individual;
- Writing (graffiti) on a wall or a board making derogatory references to another individual.

Specific areas of bullying for further consideration and awareness include:

- **Racial:** where the focus of the bullying centres on the race of the victim (see the Anti-Racism Policy) OR where racist comments are made regardless of the race of the victim;
- **Religious:** where a pupil's beliefs or religious background are mocked, attacked or undermined;
- **Cultural:** where a pupil's cultural values are mocked – this might include taste in music, dress-sense, appearance etc.
- **Sexual:** where a pupil is subjected to either physical or verbal abuse, which is sexual in its intent;
- **Sexist:** where a person's gender forms the basis for the abuse (see the Equal Opportunities Policy);
- **Homophobic:** where the abuse makes reference to the actual or implied sexual orientation of the victim, both demeaning the victim and implying non-acceptance of homosexuality;
- **Disability:** where the victim is bullied for either having a disability or insults are formed that imply a disability;
- **Cyber bullying:** which includes the use of social websites, personal websites, mobile phones, text messaging and e-mail.

C. Signs of Bullying

The impact on a victim of bullying is likely to include some or all of the following effects:

- Loss of self-esteem and/or self-confidence;
- School phobia;
- A drop in academic performance;
- Introspection;
- Disturbed sleep;
- Bed-wetting;
- Difficulties forming successful friendships / relationships;
- Bullying of another, less powerful acquaintance;
- Frequent visits to the medical room with symptoms of headaches, stomach pains;
- Unexplained cuts and bruises.

The effects of sustained bullying can cause lasting psychological damage and in some extreme circumstances, well documented in the press, has led to suicide.

Whilst bullying is not a criminal offence in its own right, there are criminal laws which apply to harassment and threatening behaviour.

Failure to challenge bullying behaviour by individuals makes such behaviour culturally acceptable, which undermines the values and ethos of the school.

The school has a duty to demonstrate within its own management and operation an abhorrence of bullying, not just within the pupil population, but in its dealing with all staff and parents.

D. Procedures

All members of staff should be alert to the possibility of bullying and it is imperative that all cases of bullying are taken seriously and reported as laid out in this policy.

Recognising signs presupposes and underlines the necessity for teachers (in particular, Form Teachers) to maintain a close and empathetic relationship with all pupils in their care.

Although incidents of bullying will usually be reported to Form Teachers in the first instance, staff should not deal with situations in isolation; investigations should take place with the support and advice of the Pastoral Care Coordinator.

Procedures for dealing with a specific report of suspected bullying

The procedures outlined here broadly follow this pattern:

- The identifying or reporting of a concern;
- Investigation and assessment of the concern;
- Drawing up and implementing an action plan;
- Review of progress and further action.

Investigation and assessment of the concern

On receiving a report of bullying from a pupil or a parent, or where a staff member has a concern, staff must:

- Inform either The EYFS co-ordinator for Nursery and Reception or the Key Stage 1 co-ordinator for pupils in Years 1 and 2 or The Pastoral Care Coordinator (for pupils from Year 3 to Year 6) Form Tutor to be updated via email
- A meeting will then be convened and parents will be contacted;
- The investigation will be conducted sensitively.

The school will need to know what is happening, who is carrying out the bullying and when and where it happens

Action planning

Drawing up and implementing an action plan:

- The Action Plan Meeting will be convened as soon as possible after the investigation has been undertaken;
- The meeting will review the investigation, agree conclusions and draw up an action plan;
- A date to review the situation and progress made will be set (this should be no more than one week after the action plan has been put into action);
- Copies of findings will be kept in the pupil concerns folder held by the Pastoral Care Coordinator.

Review of progress and further action:

The 1st Review Meeting will:

- Assess progress;

- Agree further action required;
- Set date for a further meeting if necessary.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice;
- Reassuring the pupil;
- Offering continuous support;
- Restoring self-esteem and confidence including counselling if needed;
- Helping with coping and avoidance strategies.

Pupils who have bullied will be helped by:

- Discussing what happened and discovering why the pupil became involved;
- Establishing the cause and the need to change behaviour;
- Informing parents or guardians to help change the attitude of the pupil.

Possible disciplinary action by the school:

- Verbal warning;
- Restitution of property, if appropriate;
- Detention;
- Exclusion from certain areas of school premises and life (such as extra curricular activities);
- In serious cases or where there is repeated bullying, exclusion from the school for a fixed term;
- Continued bullying behaviour will be incompatible with remaining at school and permanent expulsion may be used in such cases.

Every effort will be made to reconcile the pupils.

E. Raising Awareness with the School Community

Staff and Training:

It is vital that staff are made fully aware of their responsibilities and implement this policy with consistency.

- All academic staff will be trained at least once a year, to review the use of the procedures outlined in this policy.

Attendance at these training sessions will be logged on the staff training record.

- This policy will form part of the staff handbook;
- Induction of new staff will include specific training about this policy.

Pupils through the curriculum:

It is the responsibility of the Head and all staff to establish a culture where all forms of bullying and bullying behaviour are unacceptable.

Through the use of assemblies and PSHE pupils will be taught that:

- All forms of bullying are unacceptable;
- What bullying is and is not; the misuse of the word “bullying” by pupils to refer to individual incidents of “unkind” behaviour can lead to a culture of trivialisation and the masking of genuine concerns. Pupils need to be taught to recognise the persistent nature of bullying and that it is not always overtly nasty, but can be the

- manipulation of the victim through the selective offering of friendship;
- There are different forms of bullying;
- What to do if they think they are being bullied or someone else is being bullied.

Pupils must be empowered to tell an adult immediately if they believe they are being bullied; either a teacher or a member of the school staff that they trust. Ideally this should be the form teacher, but could also include the The EYFS co-ordinator or the Key Stage 1 co-ordinator the Pastoral Care Coordinator, and the Head. Pupils must be told not to wait to find the “right” person, but to tell someone immediately. If they cannot tell a member of staff, they should tell their parents.

As in other situations, confidentiality should not be promised, as this could prevent further action being taken to stop the bullying.

The pupil should be reassured that all efforts will be made to ensure the matter is dealt with in a way that avoids the bullying becoming worse (i.e. as a result of retaliation).

F. Strategies for dealing with bullying (including sanctions)

In the first instance, the school, through its pastoral system will do all it can to create an atmosphere and ethos within the school where all forms of bullying and aggressive behaviour are culturally unacceptable.

This can be achieved through:

- Assemblies that encourage understanding of relevant issues;
- Staff modeling appropriate behaviours and attitudes;
- PSHE lessons and the specific use of Circle Time to define appropriate and inappropriate behaviours, discussion around behaviours that upset, and the development of pupil strategies for standing up to bullying behaviours;
- Form Time and the creation of Class Codes of Conduct;
- The School’s Behaviour Policy and reference to the pupil homework diary;
- All staff making themselves available and open to pupils’ concerns and comments;
- Listening to concerns raised through The School Council and acting where appropriate;
- Listening to concerns raised by parents through the Parents’ Forum and acting where appropriate.

Dealing with specific cases of bullying:

A specific plan will be agreed (*as set out in the Procedures on page 4*) by the Head, The EYFS co-ordinator or Key Stage 1 co-ordinator or the Pastoral Care Coordinator and the Form Teacher.

The range of strategies employed may include:

- Circle time within class groups or specific pupil groups (e.g. all boys in a year group or all girls in a class) to discuss the issues, brainstorm strategies for avoiding confrontations and to set targets for improvement;
- Discussion with parents of concerned parties (in nearly all case the parents of those involved should be informed and kept updated with progress as a matter of course);
- One to one counseling for both the victim and the perpetrator (this may be with a school mentor, a third party mentor, or a school mentor in the presence of a neutral third party mentor);
- Use of the school’s disciplinary procedure to punish unacceptable behaviour.

Sanctions may include temporary or permanent exclusion from school.

- Use of Anti-Bullying in Cornwall (ABC) as an outside agency both to consult and engage with the staff and pupils: 01872 222447.

All actions will be recorded as set out in the procedure, with notes kept on the individual pupil concerns files.

G. Responsibilities of the school community

Staff

- To foster self-esteem, self respect and respect for others;
- Demonstrate high personal standards of personal and social behaviour;
- Actively discuss with pupils the importance of telling someone about bullying when it Happens;
- Be alert to any signs;
- Deal with issues promptly;
- Listen to pupils and act seriously on issues to support and protect them.
- Report any suspected cases to the EYFS co-ordinator or Key Stage 1 co-ordinator, Head, Pastoral Care Coordinator.

Pupils

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity;
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help prevent any further instances.

Anyone who becomes the target of bullies should:

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

Parents

Support their children and the school by;

- Understanding what bullying is and is not;
- Advising their children to report any bullying and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils;
- Advising their children not to retaliate violently to any forms of bullying;
- Being sympathetic towards their children, and reassuring them that appropriate action will be taken;
- Keep a written record of any reported instances of bullying;
- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.

Policy for the care of sick children (in the Pre-Prep – EYFS) and the administration of medicines

A copy of this policy is published in the following areas:

The school's website

Parents' Handbook

The Staff area of the computer network

Created: January 2015

Reviewed: September 2016

Date of next review: September 2017

Created by: Sarah Hudson

A. Care of sick children

In order to control the spread of infection we need to exclude sick children with infectious illnesses from the school.

It is also our policy that sick children, including children needing infant paracetamol or ibuprofen to control pain or fever, need to be at home in order to recover from sickness where they are more comfortable. This includes both infectious and non- infectious illness. School life can be demanding and the environment is not conducive to supporting children's recovery.

In the case of children having diarrhoea and or vomiting, with or without a specified diagnosis, they will be excluded from attending the school until completely recovered. Pupils should not return to school for at least 24 hours after their last bout of vomiting or diarrhoea.

If a child becomes ill while at the school, staff will:

- Make every effort to make the child comfortable until the parent arrives.
- Contact parents in order to arrange for the child to be collected.

If there is any chance of a delay in the parent collecting their child from school, the School First Aider, Mrs Tall, who is a qualified nurse, may contact parents to ask for permission to administer medicine (infant paracetamol or ibuprofen) in the case of a high temperature.

If a child were prescribed Antibiotics, then we would prefer that the child does not attend school for at least the first two days after the course is started. This will give the child a chance to start to recover.

In the case of a child having recently had a minor or major operation, or being in pain through illness, then the child will need to be at home recovering where one to one care may be given and the child will not have to cope with the demands of school life.

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well being.

B. The administration of medicines

The class teacher, in partnership with the class TA, is responsible for the correct administration of medication to children. This includes ensuring that a medical consent form

has been completed, that medicines are stored correctly and that records are kept according to procedures.

- Medicines will be accepted for children with on-going non- infectious ailments or where a course of medicine is being completed e.g. antibiotics.
- Staff will administer medicines that have been prescribed by a doctor, dentist, nurse or pharmacist. The medicine must be in its original packaging, clearly named with instructions on the label. The child's parent must fill out and sign the parents' consent for administration of medicine's form. These can be obtained from the First Aid point in the Pre-Prep staff room.
- Staff will store medicines in the staff room in the First Aid cabinet or in the staff room refrigerator, both of which are kept locked.
- Any child needing medicine during the day will have their name written on the memory board in the staffroom with the time for the medicine. When the medicine has been given the member of staff will complete the necessary paperwork.
- Every time medicine is administered, staff will enter on a label, which will be stuck in their reading diary the amount administered the time and the date and then countersign it.
- It is very important that parents/carers notify staff if they have administered medicine that morning or if they suspect their child is unwell.
- For some conditions, medication may be kept in the setting. The School First aider, Mrs Tall, will check that medication held is in date and return any out-of-date medication back to the parent.
- Emergency medicine such as asthma inhalers will be stored in the child's classroom in a named plastic wallet and then kept in a green basket in the teacher cupboards, this basket is taken to all specialist activities.
- Epi Pens will be stored in a yellow insulated wallet in a place that is easily accessible and known to all staff. Secondary epi-pens will be stored in the school office. The school and parents will discuss specific details and draw up a care plan.
- If the administration of prescribed medicines requires medical knowledge, individual training will be provided for the relevant members of staff by a health professional.
- In the EYFS no child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. Staff will remain vigilant in knowing and responding to when a child needs medication.

All children's health and welfare is of prime importance to us and we ask all parents to support us using these guidelines.

C. Children who have long-term medical conditions and who may require on ongoing medication

Any Parent with a child joining our setting with a long term medical condition will be invited to meet with the EYFS co-ordinator or the Key Stage 1 co-ordinator and Mrs Tall.

- A risk assessment is carried out for each child with long-term medical conditions that require ongoing medication. This is the responsibility of the EYFS co-ordinator and the Key Stage 1 co-ordinator alongside the key person and Mrs Tall.
- Other medical or social care personnel may need to be involved in the risk assessment.
- Parents will also contribute to a risk assessment. They should understand the routines and activities and point out anything, which they think may be a risk factor

- for their child. If appropriate they may also be shown around the setting.
- For some medical conditions key staff will need to have training in a basic understanding of the condition as well as how the medication is to be administered correctly. Staff training needs forms part of the risk assessment.
 - The risk assessment includes vigorous activities and any other school activities that may give cause for concern regarding an individual child's health needs.
 - A health care plan for the child is drawn up based upon information from the parent and where applicable, advice from the child's doctor. A copy of this information is given to the EYFS co-ordinator, the Key Stage 1 co-ordinator and the school nurse, Mrs Tall.
 - The health care plan should include the measures to be taken in an emergency.
 - The health care plan is reviewed annually or more if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc. Any changes to the health care plan are discussed with parents.
 - A list of children needing Epi-pens are displayed in the Staff Room

Managing medicines on trips and outings

- If children are going on outings, staff accompanying the children must include the class teacher for the child with a risk assessment, or the class TA who will be fully informed about the child's needs and/or medication.
- Medication for a child is taken in a sealed plastic wallet clearly labelled with the child's name, name of the medication, inside the wallet is a copy of how the medication is to be administered, according to their Health care plan.
- On returning to the setting the class teacher signs the medication record book and informs the parents of treatment given.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic wallet clearly labelled with the child's name and the name of the medication.
- Inside the wallet is a copy of the medication consent form signed by the parent.

SUN PROTECTION POLICY

EVERY CHILD MATTERS

The school's intranet
The school's website
Parents' Handbook

Created by Anne Allen
Reviewed: September 2016
Next Review date: September 2017

We want all the children and staff to enjoy their time outside safely without the risk of the harmful effects of the sun. We work with staff, children and parents to achieve this through a variety of ways.

1. We ask that all children are provided with a school sun cap.
2. Parents may provide sun screen for their child in a named tube or bottle.
3. Activities set up outside will be in the shade where possible and pupils will be encouraged to use shaded areas for their games.
4. We recommend that children wear their summer uniform during the summer months to help keep cool. Girls in school summer dresses and boys in shorts.
5. Sun screen should be applied that is factor 15+ to all exposed parts of the body by the child's parent/carer before they come into school and before going out in the sun, not forgetting the ears, neck as well as the face.
6. Parents whose children are allergic to sunscreen should either try to find an alternative or ensure that their child is adequately covered.
7. If children are playing in the water sunscreen will wash off and will need to be reapplied once they are dry.
8. If staff take pupils off site they will need to make sure that the children wear suitable clothing have sun caps and sunscreen if necessary. Staff will also need to consider whether the venue they are travelling to will have sufficient shaded areas for the children.
9. Children will be taught appropriately about the need for sun protection and its importance through discussion and topics.

COMPLAINTS POLICY AND PROCEDURE *A copy of this policy is published in the following areas:* *The school's intranet* *The school's website* *Parents' Handbook*

Created: September 2015; updated October 2015
Date for review: August 2017
Created by: Jayne Grigg, Director of Admissions

A. Complaints Overview

A1. Definition

A complaint is an expression of dissatisfaction with a real or perceived problem or a matter about which a parent of a pupil is unhappy and seeks responsive action. It may be made about the school as a whole, about a specific department or about an individual member of staff. A complaint is likely to arise if a parent believes that the school has done something wrong, or failed to do something that it should have done or acted unfairly.

A2. General approach

Truro School has long prided itself on the quality of the teaching and pastoral care provided to its pupils. However, if parents do have a complaint, they can expect it to be treated by the school with care and in accordance with this procedure. Truro School makes its complaints procedure available to all parents of pupils and of prospective pupils on the school's website and from the school office. Truro School will ensure that parents of pupils and of prospective pupils who request it are made aware that this document is published or available and the form in which it is published or available.

Truro School welcomes suggestions and comments from parents and will always take seriously any complaint that might be raised.

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. The school is here for your child and you can be assured that your child will not be adversely affected by a complaint that you or your child raises in good faith. Action which needs to be taken under staff disciplinary procedures as a result of complaints will be handled confidentially within the School

Anonymous complaints may not be pursued.

B. Complaints Procedures

Stage 1 – Informal Resolution

It is hoped that most complaints and concerns will be resolved quickly and informally.

In the Senior School:

If parents have a complaint they should normally contact their child's Form Tutor or Head of Year or Housemaster/Housemistress. In many cases, the matter will be resolved straightaway by this means to the parents' satisfaction. If the Form Tutor or Head of Year or Housemaster/Housemistress cannot resolve the matter alone, it may be necessary for him/her to consult one of the Deputy Heads.

If the complaint is about a member of the boarding staff, the informal resolution should be sought first with the Deputy Head.

Complaints made directly to one of the Deputy Heads or the Head will usually be referred to the relevant Form Tutor or Head of Year or Housemaster/Housemistress unless the Deputy Head or the Head deem it appropriate for him/her to deal with the matter personally.

The Form Tutor, Head of Year or Housemaster/Housemistress will make a written record of all concerns and complaints and the date on which they were received and the conclusions reached and how the matter was resolved. Should the matter not be resolved within 10 days or in the event that the Form Tutor or Head of Year or Housemaster/Housemistress and the parent fail to reach a satisfactory resolution then parents will be advised to proceed with their complaint in accordance with stage 2 of this procedure.

In the Prep School:

If parents have a complaint they should normally contact their child's Class Teacher in the first instance and then EYFS co-ordinator (Nursery & Reception (or the Key Stage 1 co-ordinator (for pupils in Years 1 and 2) or Pastoral Care Coordinator (for pupils in Year 3 to Year 6).

Complaints made to the Head will usually be referred to the Class Teacher, EYFS co-ordinator or Key Stage 1 co-ordinator or Pastoral Care Coordinator unless the Head deems it appropriate to deal with the matter personally.

A written record will be kept of all concerns and complaints made, the date they were received and the conclusions reached and how the matter was resolved. In the event that the Class Teacher, EYFS co-ordinator or key Stage 1 co-ordinator or Pastoral Care Coordinator and the parent fail to reach a satisfactory resolution within 10 days then parents will be advised to proceed with their complaint in accordance with stage 2 of this procedure.

Stage 2 – Formal Resolution – for both schools

If the complaint cannot be resolved on an informal basis then the parents should put their complaint in writing to the Head, setting out their complaint in full outlining any evidence upon which they intend to rely and the outcome they would like to achieve. Parents should expect an acknowledgement within 3 working days and the Head will decide, after considering the complaint, the appropriate course of action to take.

In most cases, the Head will meet the parents concerned, normally within 7 days of receiving the complaint, to discuss the matter. If possible, a resolution will be reached at this stage.

It may be necessary for the Head to carry out further investigations. He may ask a senior member of staff to act as investigator and parents may therefore be asked to meet for a further discussion about the problem. Parents may take a friend or relative to this meeting. The investigating member of staff may also carry out a full investigation of the complaint and may interview staff and other pupils involved. A written record of all meetings and interviews held in relation to the complaint will be kept.

Once the Head is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing normally within 10 working days though a response may exceed 10 days during holiday time. The Head will also give reasons for his decision.

If parents are still not satisfied with the decision, they should proceed to Stage 3 of this procedure.

Stage 3 – Panel Hearing – for both schools

If the complaint cannot be satisfactorily resolved as described in Stage 1 or 2 above, then the parent(s)/family should put their complaint in writing to the Clerk to the Governors, for the attention of the Chairman of Governors. (Chair of Governors, c/o Clerk to the Governors, Truro School, Trennick Lane, Truro, TR1 1TH) requesting a Panel Hearing. This appeal must be lodged within 10 working days of the date of the School's decision made under Stage 2. The complainant should provide a list of complaints made against the School which they believe have not been satisfactorily resolved by the Stage 2 procedure and also state whether they wish to attend the hearing or whether the Panel may deal with the matter based

only on written submissions.

The Panel will consist of at least three persons not directly involved in the matters detailed in the complaint. At least one person will be independent of the management and running of the School and the remainder will normally be School Governors. Each of the Panel members shall be appointed by the Chairman, who, on behalf of the Panel, will then acknowledge the complaint via the Clerk to the Governors and schedule a hearing to take place as soon as practicable and normally within 14 working days.

If the Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than 3 working days prior to the hearing. The parent(s)/family may attend the hearing and be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate. The Head will normally also attend the hearing and may bring a colleague (normally the senior member of staff who has investigated the matter under Stage 2 of this procedure). The Panel will endeavour to resolve the complaint as quickly as possible without the need for further investigation.

Prior to the start of the Hearing the Panel will appoint a Chairman to preside at the Hearing. Decisions will normally be unanimous but if unanimity cannot be reached a simple majority will prevail. If there is an equality of votes, the Chairman shall have the casting vote.

Where further investigation is required, the Panel will decide how it should be carried out and the manner in which it shall be presented. After due consideration of all facts they consider relevant, the Panel will reach a decision as to whether the complaint is justified and may make recommendations as to what action shall be taken. If the Panel's decisions and recommendations, if any, are not made at the Hearing, the decision and recommendations, if any, shall be made within 3 working days of the Hearing. The decision of the Panel will be final.

The Chair of the Panel will write to the parent(s)/family, and where applicable the person complained about, informing them of its findings and recommendations, either by e-mail or in writing, as soon as possible following the completion of the Hearing and in any event within 10 working days of it. Particulars of the complaint and the Panel's decision upon it will be reported to the Governing Body of the School no later than the meeting of that body which next follows the Hearing. The findings and recommendations will be available for inspection on the school premises by the Chair of Governors and the Head.

Boarders and their parents may contact The Office of the Children's Commissioner regarding any complaint concerning their welfare. The person to contact is Anne Longfield, Telephone 0800 528 0731, email advice.team@childrenscommissioner.gsi.gov.uk or by post to Sanctuary Buildings, Great Smith Street, London SW1P 3BT. They may also contact ISI as the Inspectorate for boarding at Independent Schools Inspectorate, Ground Floor, CAP House, 9-12 Long Lane, London, EC14 9HA tel 0207 600 0100.

Early Years Foundation Stage parents: Written complaints about the fulfilment of the EYFS requirements will be investigated and the complainant notified of the outcome of the investigation within 28 days. If parents believe we are not meeting our EYFS requirements, they may make a complaint direct to Ofsted or ISI. The record of EYFS complaints is kept for at least three years.

Ofsted can be contacted at: Enquiries Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD, online at <http://live.Ofsted.gov.uk/onlinecomplaints> or telephone 0300 123 1231. ISI can be contacted at: First Floor, Cap House, 9-12 Long Lane, London, EC1A 9HA, online at info@isi.net or telephone 0207 600 0100

Record of Complaints

All correspondence, statements and records relating to individual complaints will be kept confidential except to the extent required by para 32(3)(f) of Schedule 1 to the Education (Independent School Standards)(England) Regulations 2014, by the Secretary of State or a body conducting an inspection under section 108 or 109 of the 2008 Education Act requests access to them. On request Truro School will provide such a body with

- i. a written record of all complaints made during any specified period,
- ii. whether they are resolved following a formal procedure or proceed to a panel hearing; and
- iii. action taken by the school as a result of these complaints (regardless of whether they are upheld).

The written record of complaints is limited to all those made in writing under the formal part of the procedure.

The number of complaints registered in 2014/15 academic year was four.

Complaints about the Head – both Schools

In the event that the complaint is against the Head of the Prep School, the matter will be dealt with from Stage 2 of the process by writing direct to the Head of the Senior School.

In the event that the complaint is against the Head of the Senior School, the matter will be dealt with from Stage 2 of the process by writing to the Chair of Governors (address as above).

Thereafter, the same process, outlined above, will be followed with the Chair of Governors taking the place of the Head.

Policy for the collection of pupils from the Pre-Prep (EYFS)

A copy of this policy is published in the following areas:

Staff Area of the intranet/ Staff Handbook

The school website

Created: March 2014

Reviewed: September 2016

Next Review date: September 2017

Created by: Sarah Hudson

Rationale

The rationale for this policy and guidelines is to ensure that legal requirements are met and that pupils in the care of the school are supervised responsibly until they are returned to the care of their parents or other caregiver.

A. Policy

- Parents/caregivers should make themselves known to the class teacher and the class teaching assistant of the class.
- No person may collect a child unless they are known to the class teacher or class teaching assistant or unless the parent/caregiver has informed staff of a change either in writing or verbally.
- Class teachers or teaching assistants on duty will observe as closely as possible the collection of pupils and only allow children to be taken by a recognised parent or guardian.
- The Teacher or T.A. will ensure pupils not collected by 3.45 pm go to Tea club
- The Teacher or T.A. will make all reasonable attempts to contact parents using the contact information supplied to school by parents.

B. Parents' Responsibilities

Parents will make all necessary arrangements to ensure that their child is collected at the appropriate time from a school activity. Where parents become aware that collection of their child will be late for a reason beyond their control, the parents will:

- Endeavour to inform the supervising staff member
- Make alternative arrangements for the child to be collected as soon as practical.

C. Cessation of Responsibility of Care

The school will take all reasonable steps to ensure that parents know the time that pupils should be collected from school events.

- Parents are required to make suitable arrangements for their child(ren) to be collected from school events by the appropriate time.

- If a pupil is not collected after a school event, the pupil may not be left unsupervised by a staff member for any reason. There is no time limit to this responsibility - it is on-going until properly relinquished as above.
- If a pupil is not collected after a reasonable time, the responsible staff member should take one or more of the following actions:
 1. The child will remain in Tea club until 5.45pm whilst the EYFS coordinator or the Key Stage 1 coordinator takes all reasonable steps to ensure they have contacted parents using the contact information supplied by parents or caregivers.
 2. The pupil will then be taken to wait with the Head teacher
 3. If we have not been notified, or have been unable to contact the emergency numbers by 6.30pm., it is the school's responsibility to contact the Social Services emergency duty line and they will take responsibility for un-collected children.

Arrangements for supervision of EYFS pupils throughout the school day

A copy of this policy is published in the following areas:
The school's website
The Staff Area of the school network

Created: September 2015
Reviewed: September 2016
Date of next review: September 2017
Created by: Sarah Hudson

A. Early Birds

Children may be signed into Early Birds from 7.45am until 8.15am, when our school day starts. Our 2 designated EYFS staff provide a warm welcome and a familiar face to our pupils in the early years. During the session there is always a selection of table - top activities on offer. Breakfast is available from 7.45am and our kitchen staff are always happy to discuss any special dietary requirements. Miss Hornegger and Miss McGhin escort our pupils to their classes at 8.15am

B. Start of the Day

The Pre- Prep day starts at 8.15am. We encourage the children to come in and independently start to manage their belongings, such as hanging up their coat and unpacking their book bags. However, parents are very welcome to come in and help settle their child, as this is a crucial part of the school day and provides an opportunity for parents to share any information that may affect their child's day, such as a poor night's sleep.

On arrival in the Pre-Prep classrooms, their Class Teachers and Classroom Assistants who help settle them in the Classroom meet children.

Staffing in the early years at Truro Pre-Prep is:

Nursery: Mrs Collinge (Class teacher)

Reception:

RLS- Miss Searle (Class teacher)

RMJ- Mrs Mikail Jones (Class teacher)

Teaching Assistants are: Mrs Caklais, Mrs MacQuarrie, Miss Hornegger and Miss McGhin.

The children spend the majority of the School day with their Class Teacher who takes full responsibility for their welfare and planned activities throughout the day. Other staff will also be involved in leading some activities throughout the week including, Music (Mrs Homer and Mrs Eva), French (Madame Walker), Sport (Mrs Barnett), Forest School (Mrs Mikail Jones) and Swimming (Mrs Russell). During these sessions, at least one member of staff will also be present (generally the Teaching Assistants).

C. Ratios

In both the Nursery (3-4 year olds) and our Reception classes (4-5 year olds), we have a ratio of 1:8. For Forest School and swimming we operate lower staff/pupil ratios. Please see separate risk assessments.

D. Assemblies

Pupils in the early years, once settled into their classes, will attend our weekly singing and celebration assemblies, held on Wednesdays and Fridays led by either the EYFS co-ordinator or Key Stage 1 co-ordinator and Mrs Eva. Where appropriate they will attend special visitor assemblies.

The early years' staff will always be in attendance.

E. Break Times

Children in the early years are supervised during break times – 2 adults are always on duty at morning and lunch break. A third member of staff is always on First aid duty inside. We also have a fourth member of staff on duty for lunch break.

F. Lunch Time (Dining Room) 11.55am -12.20pm

The children in the early years are escorted from the Pre-Prep to the dining hall to eat their lunch in the dining hall conservatory, which can be closed off from the main dining hall and serveries so that the children feel safe and secure. Two members of staff in the early years team help supervise. After lunch four members of the early years staff will safely escort the children back to the nursery for a story and some rhymes. The children are then escorted out to play until 1.10pm when they come back into the classrooms for some quiet time.

Collection at the end of the Day

Parents collect their children from the early years classrooms at 3.30pm. In the Nursery we allow parents to collect children from 3.20pm to accommodate collection of siblings from other settings. We have a pupil collection sheet where parents sign up in the mornings to notify us if anyone other than themselves or designated carer is going to collect their child.

G. Tea Club (3.45-5.30pm)

Pupils booked into tea club will be taken to the Pre-Prep hall, where a register is taken and a light snack is offered. Our tea club staff help supervise games and activities both in the Pre-prep and outside in the school playground) until parents or carer come to collect their child. On collection parents sign the tea club register. A packed supper can also be ordered, which is offered to pupils at 5.15pm or for them to eat on the way home.

H. End of Day Security

If a child is not collected at 3.30pm and is not booked into tea club we will take them down to tea club. After 3.45pm we will phone the parent and designated contacts (e.g. child-minder, grandparent) regularly until 5.30pm to see if there is an answer. At 5.30pm the tea club staff will hand over the care of the child to Ms Williams, Mr Sharp or Miss Patterson or a duty member of staff who will be in full care until a parent or guardian is able to collect the child.

If a parent or designated carer fails to collect at this point we then follow the Prep school policy on failure to collect a child.

I. Supper Club (5.30pm – 6.15pm)

Parents may now book their child into supper club, which is held in the Prep School. At 5.30pm a member of the Tea club staff or either the EYFS co-ordinator or Key Stage 1 co-ordinator will escort the child to the dining hall, where they will be served a light hot supper and supervised until collection at 6.15pm The Head or the EYFS co-ordinator or Key Stage 1 co-ordinator will ensure full responsibility for their supervision and well-being until collection.

If a parent or designated carer fails to collect at this point we then follow the Prep school policy on failure to collect a child.

Early Years Foundation Stage (EYFS) Policy

A copy of this policy is published in the following areas:

The school's website
The Staff Area of the school network
Parents' Handbook
Pre-Prep Office

Revised: March 2013

Reviewed: September 2016

Date of next review: September 2017

Created by: Sarah Hudson

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A. Rationale

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential” EYFS framework 2014

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.

At Truro Pre-Prep we follow and adhere to The Statutory framework for the EYFS stage (September 2014)

At Truro Pre-Prep children join the Nursery class at the beginning of the term after their third birthday. Parents choose a minimum of two full days for their children to attend. There is one specialist teacher led activity each morning in addition to the full EYFS provision offered. Funded hours are from 12.30-3.30pm each day.

Children in the Reception class are expected to be full time and will be five years within the academic year.

In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

B. Values

- We value the needs of the individual child and aim to provide the highest quality, care and education for all our children thereby ensuring firm foundations for their future learning.
- We seek to create a safe and happy environment with motivating and enjoyable learning experiences that help each child develop confidence and independence and reach their full potential.
- We strive that each child will feel safe, secure and respected and feel a valued member of the school community.
- The classrooms and outdoor areas will be stimulating and exciting places to learn.

The four guiding principles of the EYFS framework underpin the structure and provision at Truro Pre-Prep

- We believe that every child is unique and constantly learning. We seek to develop resilient, capable, confident and self-assured individuals. Across the school we seek to develop growth mind-sets where effort and perseverance are rewarded.
- We support the children in making positive relationships and help them become strong and independent.
- Enabling environments – We seek to provide a setting where opportunities and experiences genuinely respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates.

C. Learning and Development. (1.1- 1.5)

There are seven areas of learning and development of which three are “prime areas,” and four “specific areas.” The prime areas are

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are

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

In the initial stages at Nursery the emphasis is on the 3 prime areas of learning gradually supporting children in the 4 specific areas: literacy, maths, understanding the world and expressive arts and design. In both Nursery and Reception a wide range of learning opportunities and experiences are planned following children’s interests and at all times we seek to provide activities which are challenging and enjoyable for each and every child in our care.

(1.6) Through careful assessments and observations, including information provided by parents and other settings, children’s development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child’s progress in any prime area gives cause for concern, staff will discuss this with the child’s parents and/or carers and agree how to support the child. This may also include a discussion with the Pre-Prep SENCO in order to access Special Educational Needs support. Targeted interventions are run to support the needs of each child.

See Section 10 on inclusion/Special Educational needs

(1.7) For children for whom English is an additional language we meet with parents and try to obtain as much information about their language and culture. We model and support progress in English, ensuring the children make good levels of development. Where possible we encourage children to continue to develop their home language with signs, labels in their mother tongue, access to dual language texts and we encourage parents to come in and read and talk in their mother tongue.

D. Assessment and recording: (1.8-1.12)

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. We support children in using the three characteristics of effective teaching and learning. These are;

- **Playing and exploring** - children investigate and experience things, and 'have a go';
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
(Taken from statutory framework for the EYFS 2014)

At Truro Pre-Prep we ensure a good balance between child led and adult led activity. Detailed observations are kept on children's progress and interests. In the Nursery children are assigned a focus group leader who ensures that every child's learning is tailored to their individual needs.

Children in the Nursery work are given an individual teddy target to work upon at both home and school. In reception our Home/school diaries show the child's current target they are working upon.

At Truro Pre-Prep we believe that ongoing assessment is an integral part of learning. We keep detailed observations and carry out termly cohort checks, in line with the broad phases of development.

We use videos and cameras to capture evidence and data. These form the basis of our learning journals and learning summary power points.

We open a genuine open door policy but also offer parents regular times to discuss their child's learning progress by sharing of the Learning summary power points and 3 year old developmental checks and learning journals. The learning journals and power points are sent home termly but parents are also welcome to request them at any point in the term.

Progress check (2.3- 2.5)

Although many of our pupils have already attended other day care settings we have yet to receive a progress check so within the first half of term we carry out our own progress check which we share with parents and jointly agree targets together.

We now have a link Health visitor and encourage parents to share our progress check with other health care practitioners.

Assessment at the end of the EYFS (2.6-2.11)

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Transition from entry to the nursery unit to key Stage 1 is encouraged and woven into our weekly plans. The Year 1 teachers are actively involved with the Early Years children, with Reception children making regular visits to the Year 1 classes to share work and activities. We encourage mixed age learning and experiences through cross-curricular links, such as dance and art workshops. The Reception and Year 1 teachers meet formally once a term to moderate the EYFs profiles and where necessary to agree extension activities for children exceeding the ELGs

E. Safeguarding and welfare requirements

Keeping children happy, healthy, safe and secure is fundamental to our setting. We seek to build positive relationships with each and every one of our pupils.

Child protection (3.4-3.8)

All staff receive regular training in safeguarding and child protection. The Early Years Department adheres to the whole school safe guarding policies and documentation in the event of an allegation being made against a member of staff or pupil.

All staff, students and visitors adhere to our use of images and mobile phone policy.

Suitable People (3.9-3.16)

All members of staff, students and volunteers undergo DBS checks and undergo full suitable person checks. The human resources manager Sarah Wheatley holds these. During the application process all potential staff members are required to submit two references, along with a C.V. stating their full employment history and qualifications. Interviews and identity checks are also standard requirements.

Disqualification (3.14-3.18)

All staff and students are fully aware of the recent legislation showing how they may be disqualified from working in early years and how they are obliged to disclose any information about themselves, or person who lives in the same household as themselves who has any order, determination, conviction or other ground for disqualification

Staff taking medication/other substances (3.19)

Staff, students and visitors are fully aware that they must not be under the influence of alcohol or any other substances, which may affect their ability to care for children. Staff know that any medication must be securely stored and out of reach of children.

F. Staff qualifications, training, support & skills

Induction and continuing professional development (3.20)

We welcome students from a variety of child-care courses. All students and staff receive induction training to help them understand their roles and responsibilities when working at Truro Pre-Prep. Induction training involves information about emergency evacuation, safeguarding, child protection, equal opportunities and child protection. All staff, students and visitors are made fully aware of the policies on use of images, computers and mobile phones in our setting.

Every student and new member of staff is assigned a mentor in order to discuss any issues, receive coaching and identify solutions to address.

We include students, on long term placements, in our ratios only when we feel satisfied that they are competent and responsible.

All members of staff are given a staff handbook, this includes all the policies and procedures referred to in this handbook, as well as additional policies adopted by Truro Preparatory School. Each member of staff is issued with a job description outlining their roles and responsibilities. Observations of teaching, annual Staff reviews are carried out to identify any training needs and to secure opportunities for continuing professional development.

Staff attend training regularly and keep up to date with any changes nationally or regionally. We have set up a very successful EYFS cluster group with local schools this gives staff the opportunity to share good practice and expertise.

All staff are aware of the importance to maintain privacy and confidentiality.

Supervision (3.21-3.22)

The EYFS co-ordinator meets with EYFS staff half termly in order for staff to discuss any issues, identify solutions and receive any necessary coaching. Regular staff reviews and appraisal also take place.

Organisation and Staffing

The Foundation Stage children are based in three teaching groups:

- The Nursery Unit- 3-4 year olds
- 2 Reception Classes- 4-5 year olds

The children move between the Nursery and Reception, for some activities, depending on ability and social development.

All members of staff have appropriate qualifications to work in their roles and assume their responsibilities. Three qualified Teachers, with foundation Stage specialism, work in the Nursery and the two Reception classes. They are directly responsible to the EYFS co-ordinator or Key Stage 1 co-ordinator

Specialist Music and Dance, French, P.E. and swimming teachers also help to enrich the EYFS experience.

The EYFS co-ordinator oversees the day to day smooth running of these classes.

Assistants qualified to work with Early Years children, contribute to the planning, teaching and recording of pupil progress.

First Aid (3.25)

All Pre-Prep Staff hold a first Aid certificate and regularly update their knowledge through planned INSET. The last INSET training for First Aid was September 2012

The School Nurse is Glenys Tall and her first aid room is in the Prep School. Our Paediatric First Aiders (2 day trained) are Natasha Mikail Jones, Katy Millne, Jacky Thorning and Michelle Hornegger.

A 2 day trained paediatric first aider is always on site and always accompanies children on trips.

Key person (3.27)

In Nursery children are assigned a focus group worker and as the Reception classes remain small the class teacher is the key person.

Ratios (3.28-3.39)

In our Early Years department we ensure that there is at least one member of staff for every eight children. For Forest school sessions, swimming and trips away from school we ensure a higher staff pupil ratio. Please see our risk assessments for ratios.

Before/After School Provision

To allow parents some degree of flexibility in dropping off and arranging the collection of their children, Truro Pre-Prep offers an arrangement where their children can be supervised both before and after the official school day. We ensure the correct ratios are maintained (1:13 & 1:8) during this time.

In the morning (7.45am -8.15am) we offer an Early Birds facility where 2 members of the EYFS team welcome pupils in the dining hall, offer breakfast if needed and supervise them until 8.15am, when they bring them into school at the start of the day

We offer a tea club facility for pupils from 3.45- 5.30pm where pupils can be looked after, offered a snack and the option of a packed tea.

Pupils may be booked into supper club from 5.30-6.15pm, where they are offered a light hot supper and are fully supervised by the Head or Head of Pre- Prep.

Staffing Arrangements

Children have the appropriate supervision at all times. Contingency arrangements for staff absences and emergencies are in place with additional qualified teachers on our regular supply list.

G. Health

Medicines (3.44-3.47)

The school promotes the good health of the children and takes necessary steps to prevent the spread of infection and takes appropriate action when the children are ill. Notices regarding additional current illnesses and information about infectious illnesses are communicated to the parents through notices and correspondences in letter or newsletter format. We keep parents fully informed with signs and notes in the bulletins about any infectious diseases reported in the Pre-Prep.

Written permission from the parent is required to administer each and every medication to the children. All medicines are kept in the First Aid cabinet or in the locked fridge in accordance with the product instructions. They are to be kept in the original container in which it was dispensed with the prescriber's instructions for administrations. The parents are regularly asked to update their children's individual medication requirements including any allergies and are reminded to update their emergency contact details. The medical board in the staff room has photos and care plans for identified pupils.

Food and Drink (3.47-3.49)

The school works within the guidelines to receive the award of a "Healthy School". When and where possible local and organic produce is used with the emphasis being on balanced, healthy and nutritious. The children are given free access to drinking water at any point during the day and also have the choice of milk at morning snack times. Staff working with food in the school kitchen, are supervised by Sue McIntosh. She manages food hygiene matters, inductions and on-the-job training. All Pre-Prep staff under take basic training in food hygiene.

The menu at school works on a three-week rota. This is communicated to the parents each term. Parents are given the opportunity to outline the preferences and selections that are required to match their child's dietary needs. We ask parents to inform us of any dietary needs at their taster day.

Any dietary needs are discussed with the EYFS co-ordinator or Key Stage 1 co-ordinator and Sue McIntosh and separate menus and appropriate provision are made.

Accidents and injuries (3.50- 3.51)

All injuries sustained on the school premises during opening hours are to be recorded on the incident report, which includes any first aid treatments. A note is then sent home to the parents of any child who has received treatment.

Injuries such as bumps to the head have a specific letter that has been drafted by the school nurse where more detailed information is given to the parent. Glenys Tall, our school first aider, automatically checks any bump, sustained by a pupil, to their head or face and she will inform parents either via letter or a phone call. Where any other injury is of cause for concern, Mrs Tall will check, treat, offer advice and contact parents if necessary.

First aid boxes are positioned throughout the school. The main one can be found in the staff room, which is our designated first aid area for Early Years. There is also a smaller first aid box held in the Nursery. The contents of these are regularly checked and updated by Glenys Tall.

Infection Control

The school promotes the good health of the children and takes necessary steps to prevent the spread of infection and takes appropriate action when they are ill. Notices regarding additional current illnesses and information about infectious diseases are communicated to parents through notices and correspondences in letter or newsletter format.

Ongoing medical conditions

Where a child has an on-going medical condition or need, such as management of asthma, needing an Epi-pen an individual care plan will be drawn up with parents, Mrs Tall and the EYFS co-ordinator or Key Stage 1 co-ordinator. All staff will be informed.

H. Managing Behaviour (3,52-3.53)

All staff working with the children are aware of the positive reward system in place and teach our pupils to follow our Rainbow and agreed classroom rules. The school behaviour policy highlights all the requirements and procedures to be followed by all members of staff.

We operate the smiley face system. Where a child loses 3 smiles or whose behaviour is of cause for concern their parents will be contacted. Any significant incidents are logged and followed up by the EYFS co-ordinator or Key Stage 1 co-ordinator.

Playtime behaviour and children for cause for concern are raised as the first item at every staff meeting

I. Safety and suitability of premises, environment and equipment (3.54- 3.63)

The staff that work within the department are responsible for ensuring that the equipment and toys are safe and suitable. The different classes share resources amongst one another. Any concerns are passed to the EYFS co-ordinator or Key Stage 1 co-ordinator and the Head.

Requests are then made on an orange maintenance form. Two members of Pre-Prep staff attend termly whole school Health & safety committee meetings.

Each classroom in the Early Years department has access to semi covered outdoor learning areas. The classrooms all have quiet and cosy areas and during break time there is a section of the library where children from the Early Years may rest. There is an adequate number of toilets and washing facilities. There is a shower facility in the Nursery and disabled toilet should it be needed and staff have an adequate supply of spare clothes and necessary items.

All the indoor and outdoor space is taken care of by Sue McIntosh; she manages the caretakers and the staff. The premises and its equipment is kept clean and hygienic with the cleaning staff working rotas supervised by Sue McIntosh, they follow health and safety legislation including hygiene requirements.

Staff may meet with parents in the Pre-Prep office should they require to talk in confidence.

The whole school has a clear emergency evacuation procedure. Appropriate fire detection and control equipment, such as smoke detectors and fire alarms are tested regularly. The fire exits are clearly identifiable and fire doors are kept free from obstruction.

The school carries Public Liability Insurance

Smoking (3.55)

The children are in a smoke free environment. Smoking is not permitted in the school or on its grounds. The Early Years department adheres to the whole school 'No Smoking Policy'

Premises and security (3.62)

The premises both indoors and outdoors are safe and secure.

All visitors are required to report to the School Reception Office, where they will be signed in and issued a visitor's pass.

Various security procedures in place are video camera entry and keypads. The children can only be released into the care of the parent or the individuals named on the collection consent form. The parent must have completed and signed this form or communicated in person to the school. Further details are in our Health and Safety Policy and pupil collection and lost pupil policy.

J. Risk Assessment and outings (3.64- 3.66)

The Head, carries a risk assessment for the premises out at least once a year. These contribute to the school development plan with the main focus ensuring that hazards to children both indoors and outdoors are kept to a minimum. Staff do a daily check of all key areas and any concerns are immediately communicated to the EYFS co-ordinator or Key Stage 1 co-ordinator and the domestic bursar.

Outings (3.65)

Written parental permission is obtained for any outings. The following items are required for all outings; essential records, pupil information, medicines and mobile phone, and a paediatric first aider are standard. Our Head, carries out the risk assessments. Please refer to our outings and trip policy (appendix 12)

K. Inclusion/Special Educational Needs (SEN)

- All children and their families are valued at Truro Pre-Prep. Children are treated as individuals and have equal access to all provisions available.
- All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities.
- Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity.
- Early identification of special needs is crucial to enable staff to support the development of each child.

- Concerns are always discussed with parents/carers at an early stage and the schools SENCO is called upon for further information and advice. The school has excellent links with outside agencies.
- We offer a broad range of intervention groups, such as fine motor skills, language groups and Funfit to help support a child in their learning.

Please refer to the school SEN code of practice and Policy for additional information of learning difficulties. The SEN co-ordinator is Katy Millne and the school SENCO is Jane Ellis. She is available for arrangements for assessing, reviewing, monitoring and evaluating the effectiveness of inclusive practices. Inappropriate attitudes and practices will be challenged and dealt with through our positive reward behaviour system and attention should also be paid to the additional policy of Anti-bullying

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.
- In order to accommodate the individual's particular learning style lessons are planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty.

The Early years SENCO, gives advice and targeted support, gives regular updates, co-ordinates individual learning maps and intervention groups, co-ordinates regular training for staff.

L. Information and records (3.68- 78)

We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We do this through:

- Talking to parents about their child before their child starts in our school;
- The children have the opportunity to spend time with their teacher before starting school during transfer sessions;
- Supporting children through the transition from pre-school to Reception then from Reception to Year 1
- Inviting all parents to an induction meeting during the term before their child starts school and again during the first half term of the child's Reception year in order to detail how we aim to work with their child particularly in relation to reading and phonics.
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Reception parents also receive a

breakdown of progress in each learning area every term. Parents receive a report on their child's attainment and progress at the end of each school year.

- Sharing of the Learning journals and learning summary power points with parents termly.
- Arranging a range of activities throughout the year that encourage collaboration between the child, school and parents: stay and play sessions, open assemblies and regular whole school events
- Providing parents an opportunity to celebrate their child's learning and development by completing "wow" moments, which inform planning and provision.
- Written contact through home school diary as well as the acknowledgement that parents can ring school to contact the class teacher.
- By providing a quiet and confidential area where parents are able to discuss any concerns.
- Keeping parents informed of updates of news and events via newsletters, letters home, the website and also clarion calls.

Parents are provided with regular information either through the Nursery/Reception handbooks, newsletters, personal letters, open evenings, parents' evenings, school office, display/information boards and website. The information supplied through these various sources are

- Types of activities provided for the children, daily routines in Nursery and Reception, Staffing, food and drinks provided for the children, policies and procedure, complaints procedure, details for contacting Ofsted for parents who may wish to make a complaint, procedure to follow in the event of a parent failing to collect a child at the appointed time, procedure to be followed in the event of a missing child.
- As part of the school's admission policy the following information is required; the parents must provide: emergency contact numbers, the child's special dietary requirements, preferences and food allergies, the child's special health requirements and information about the child who has legal contact with the child and who has parental responsibility.
- The school requests and holds the following information for each child in their care; full name, date of birth, the name and address of every parent who is known to the school, which of the parents the child normally lives with and emergency contact details of parents.
- The following information is requested and supplied to the LEA about individual children receiving their entitlement to early years provision; full name, date of birth, address, gender and ethnicity.
- Staff maintain detailed records on each child and share this information with parents, carers and other professionals. Information relating to children will be retained for a minimum of 3 years after they have left the provision. All staff are aware of the need to maintain confidentiality and privacy.
- All confidential records are kept in secure storage within the school offices.

The school keeps the following information and documentation

- Name, home address and telephone numbers for all staff, who work with children on the premises
- A daily record of the names of the children looked after on the premises, their hours of attendance and the names of the children's focus workers.
- A certificate of registration is available for parents to inspect at any time
- Records of risk assessments are also available at any time for perusal.

3.73 All new parents are given a copy of the parents' guide to the EYFS

In the entrance foyer we have a staff welcome board.

Complaints (3.74)

Any concern raised by parents results in a meeting with the EYFS co-ordinator or Key Stage 1 co-ordinator and sometimes class teacher and together a resolution is discussed. All meetings are logged and a written record kept of actions. A follow up meeting is always offered to discuss the matter further.

Any concerns and meeting records are discussed with the EYFS co-ordinator or Key Stage 1 co-ordinator and the Head of Prep.

A copy of the complaints policy is on the school website, in the entrance foyer and in the Pre-Prep handbook.

M. Transition

1. Pupils new to Nursery:

Throughout the year before they start Nursery pupils are invited to termly stay and play sessions with their parents/carer. This gives these pupils an opportunity to explore and feel secure in our surroundings.

In the summer term children may attend several stay and play sessions. Parents are also invited to attend a swim session with their children. This gives parents and staff a relaxed opportunity to discuss any questions parents may have about starting Nursery.

2. Moving from Nursery to Reception:

Transition is constantly happening with Reception pupils coming to Nursery for shared stories in the autumn term and in the spring and summer terms pupils move to Reception for a shared story.

All Early Years staff support children at lunchtimes so that children are very familiar with all the staff in the team.

Mrs Mikail Jones who also leads the Forest School sessions in Reception leads Forest School sessions in Nursery, so again the children are happy and familiar with the rules and staffing.

Children in Nursery have plenty of informal and formal opportunities to visit the Reception classes or join in a shared workshop, such as the drumming or Diwali. In accordance with the school draft allocation of places policy children are carefully placed into one of the two Reception classes. This is based on informal observations, friendship groups and the want to create the best working mix.

Staff share planning and resources and help run our very successful local cluster group with state schools.

3. Moving from Reception to Year 1

Year 1 staff meet formally termly with EYFS staff to discuss moderation of footage of pupils who are exceeding ELGs and also to discuss pupils in Year 1 who are still working towards ELGs. Throughout the week there is plenty of opportunity to share work and celebrate pupil progress, so pupils are happy and confident moving between classes.

In the first term in Year 1 there is a gentle introduction to Key stage 1 with plenty of continuing opportunities for outdoor play and play led exploration.

Children in the summer term have plenty of opportunity to visit their new classes and may enter through the garden gates.

Policy for the use of Mobile Phones by Staff in the Pre-Prep (EYFS)

A copy of this policy is published in the following areas:

The school's website

The Staff area of the school network

Created: September 2015

Reviewed: May 2017

Date of next review: September 2017

Created by: Sarah Patterson and Sarah Hudson

In the Pre-Prep we believe that keeping children safe is of paramount importance. This policy outlines when staff may and may not make use of mobile phones during the school day and on the school site.

D. Staff and Students

- During teaching time, while on playground duty and during meetings or during any contact with pupils, **mobile phones must be switched off** or put on 'silent' mode.
- Only in exceptional or emergency circumstances and only, and where possible, following prior discussion with the EYFS co-ordinator and Key Stage 1 co-ordinator, may staff use their own mobile phones during these times.
- Staff may use mobile phones when accompanying pupils on trips but only in connection with the trip arrangements (ie contacting school, parents, where necessary or indeed the emergency services). The school will provide a school mobile phone for this purpose, but staff may use their own phones for this purpose by agreement with the EYFS co-ordinator and Key Stage 1 co-ordinator and if they have supplied their contact number to the office.
- In accordance with The Acceptable use of images policy staff must **not** use personal devices for photography in school.
- All staff, volunteers, students and visitors will be made aware of this policy on arrival.
- The inappropriate use of a mobile phone by a staff member (ie to make personal calls or texting) during contact with pupils will be considered as misconduct and could lead to disciplinary proceedings.

E. Pupils

- Pupils in the Pre-Prep (or indeed within the whole Prep School) are not allowed to have or use mobile phones in their possession at any point during the school day.

Parents are reminded that in cases of emergency the school office remains a vital and appropriate point of contact. Any child found with a phone in their possession will be asked to hand it in to the EYFS co-ordinator or Key Stage 1 co-ordinator until the end of the day.

F. Contractors

- Contractors who need to use their phones on the Pre-Prep site will be advised where they may do so. They must not use their devices for photography of pupils.