

Early Years Foundation Stage Policy

The Statutory Framework for the Early Years Foundation Stage, which sets the standards for learning, development, education, supervision and care for all children in early years' provision, including children with special educational needs and disabilities has fully informed this policy.

The whole school (including EYFS) Safeguarding Policy is fully adhered to within the Nursery and KR classes. It is noted that this specifically stipulate the use of mobile telephones and any photographic imagery and intimate care procedures.

Additional whole school policies specifically relating to the EYFS are:

School Out of Hours Policy
Behaviour Management Policy
Health and Safety
Inclusion Policy (Learning support)
School Visits Policy and Procedures
Parental Complaints Procedures

The Foundation Stage at Gad's Hill consists of the Nursery known as KN and Reception known as KR.

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Aims and Ethos for learning, development and care in the Early Years Foundation Stage

The four overarching EYFS principles which guide and shape the work of all practitioners are grouped into distinct but complementary themes:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- Children develop and learn in different ways and at different rates.

Aims

At Gad's Hill we believe that the Early Years are critical in children's development and that the EYFS builds a firm basis for future learning, development and independence.

We aim to:

- Provide a happy, secure, well-ordered and stimulating environment, which considers the individual needs, interests, and stage of development for each child and where children can develop as independent individuals through interaction with sensitive adults and other children.
- To offer a broad and balanced curriculum which extends previous learning, implemented through planned, purposeful play and through a mix of adult-led and child initiated activity, which covers the seven areas of learning as set out in the Early Years Foundation Stage Framework (March 2017).
- To ensure that children develop positive attitudes to learning, self-motivation, curiosity, confidence and responsibility.
- To provide children with first hand learning experiences rooted in purposeful play in which they can become actively engaged, expressing thoughts, ideas and feelings.
- To develop the whole child: socially, spiritually, emotionally, physically, intellectually and aesthetically.
- To assign each child a key person to offer a settled relationship for the child and develop and maintain partnership with parents and others including other professionals who are involved with the development of the child.
- Ensure that all children irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, gender or ability have the

opportunity to experience a challenging and enjoyable programme of learning and development.

The EYFS staff of Gad's Hill School believe in, and are guided by these aims and principles which are closely linked to the school's own Aims and Ethos.

At Gad's Hill School, we greatly value the strong positive relationships we build with the children in our setting and their families.

Children's emotional wellbeing is an essential foundation for their health, happiness and ability to learn. Every child who attends the Gad's Hill Foundation Stage is assigned a key person to act as the bridge for the child between their home and the setting. The key person will get to know the child, become attuned to their likes and dislikes, attitudes and preferences, and will provide the child with particular support at key times. The key person will support the child and monitor their learning, emotional and physical development.

The Key Person will:

- help key children settle in and become familiar with setting.
- keep records of key children's developmental progress, contributing observations to the records kept by Foundation Stage Staff
- observe key children and analyse the information with the Form Tutor
- plan experiences for individual children based on observations of their interest
- communicate with parents on a daily basis in person and through diaries
- communicate with colleagues and other professionals
- plan group times
- develop a secure and trusting relationship with the key children and their parents
- aid transition by introducing children and their parents/carers to the new key person and teacher and help them to become familiar with their new environment and ensure up to date records are passed on during transition;
- be responsible for the welfare of the children in their care monitoring patterns of absence, injury and development, referring them on where necessary.

Planning and Assessment

The 'Statutory Framework for the Early Years Foundation Stage' (March 2017) and 'Early Years Outcomes' (2013) are used and referred to frequently when planning, as is consideration of the three characteristics of effective teaching and learning: playing and exploring, active learning, and creating and thinking critically. This ensures that all areas of learning, development and welfare are met:

The Areas of Learning and Development

There are seven areas of learning and development which shape educational programmes in early years settings. All areas of learning and development are important and interconnected.

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

The three prime areas, are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development.

There are four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The EYFS planning includes the following:

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** provides opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children are also helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The staff at Gad's Hill set high expectations for children's attainment and progress. Teaching will use a balance of approaches and groupings, appropriate to the age and development of the children and what is being taught. In KN focus is on the three prime areas, which are the basis for successful learning in the four specific areas. As the children progress and develop, sessions are organised so that there is a more equal focus on all

areas of learning to allow for the children to be confident and ready for school at the end of KR. If at any time a child's progress in any prime area gives cause for concern, the child's key person or class teacher in the first instance will discuss this with the child's parents and/or carers to agree how best to support the child. The children's own interests and experiences are valued and their learning will take these into account. Teaching will include the wider curriculum which promotes the development of the whole child and which includes the opportunity to explore the unexpected.

Planning

Long term planning

In KN this is based in continuous provision and gives an overview of the seven areas of learning and development covered by activities provided for the children in KN on a regular basis. In KR long term planning is produced and kept in the planning folder.

Medium term planning (produced termly)

These focus on a balance of activities across all seven areas of learning and development. They are based on what the children have already learnt in previous terms, to ensure coherence and a balanced Early Years curriculum which enables the children to work towards the Early Learning Goals. Topics are used loosely within this planning and particular interests of the children are followed and included.

It must be noted that all seven areas are equally valuable, necessary and important and learning and development in all areas are interlinked.

Short term planning (produced weekly)

These bring together planning for individual children based on assessments of their development and learning. Weekly planning meetings are held and observations, and focus children are discussed to identify and plan for individual children's interests, learning and developmental needs. Weekly continuous provision planners are also used.

All planning is flexible and the plans are working documents which can be changed at short notice to adapt to spontaneous events, circumstances and diverse needs.

Assessment

Assessment in the EYFS is on-going and daily observational assessment informs future planning enabling activities to be planned to meet the needs of both individuals and groups of children. Assessment arrangements are in line with those set out in the Statutory Framework for the Early Years Foundation Stage – March 2017 – pages 13-15.

Observations and assessments are collected both electronically using 'Tapestry' software (on iPads) and handwritten. These are used to record and build a profile showing the Learning and Development of each child and the next steps required. Parents are encouraged to contribute towards these profiles on a regular basis either by recording events in their child's 'Learning Journal' on Tapestry, or by speaking to their child's key person, or by completing a 'wow moment' slip. Parents are encouraged to regularly share their child's profile and at the end of their child's Reception year they are given their child's profile.

During the first term of joining KN an initial assessment takes place to provide a baseline. Two year old checks are completed on any child starting with us before their 3rd birthday. All children are assessed termly against the Early Years Outcomes and placed on a class tracker. At the end of KN the completed tracker showing children's levels are passed to KR as baseline for KR. At the end of KR and internal moderation takes place with KR teaching staff, Head of Kindergarten and the K1 teacher. External moderation also takes place for quality assurance of EYFS Profile Data.

Learning and development

Learning and development in KN and KR takes place through a wide range of adult-directed and child-initiated activities. Learning through play and first hand practical experiences provide the children with the opportunity to develop in all seven areas. Learning and development in all areas is interlinked – several areas of learning and development will take place during any one activity.

In the Nursery classes the majority of the day is timetabled as being Topic/theme/child initiated activities with free-flow between the two classrooms and the outside area. This enables the children to choose and move freely between adult directed and child initiated activities. The children gather together for: phonics sessions (Read,Write inc and Letters and Sounds, when children are developmentally ready) circle times, story times, Movement and Dance and other festivals around the world.

In KR (Reception) lessons are timetabled – Communication and Language, Literacy and Maths (referred to as Phonics/Handwriting/Writing and Maths) occur mainly in the mornings. However, these lessons are adjusted on a daily basis to take into account the needs and interests of the class as a whole and of individuals. Lessons aim to be as practical and multisensory as possible with a range of play based activities involved within them. As mentioned earlier, learning and development in other areas occurs. Art/design activities are often added to enhance or reinforce knowledge and understanding in all areas of the curriculum. Learning through play and other child-initiated experiences forms a valuable and necessary part of the children's day in Reception. They will often choose to play in the role-play area, with the sand, play-dough, IWB, drawing, cutting, sticking, construction, puzzles, small world play etc...During the afternoons the children have longer periods of free play/ child-initiated activity time and are able to freely access resources in the classroom or in the outside EYFS gardens. On-going observational assessment takes place during this time and during other parts of the day. Despite a more structured approach in Reception – purposeful play/child-initiated activities are valued and regarded by all EYFS staff as being important and a valuable part of the children's learning and development. They provide a time in which the children can experiment freely, put their learning into practice, develop their ability to share, take turns, plan, negotiate and communicate their thoughts and ideas with others.

ICT is incorporated into all areas of learning and daily life. The children in KN and KR have access to, and take turns to use iPads and IWB's. In KR most lessons involve the IWB for whole class, small group or individual work and the children often choose to use the IWB during their Child- Initiated times. CD players and digital cameras are also used as well as range of remote control toys, talking albums, talking points and microphones.

The Read, Write Inc programme is started in KR and followed through into KS1. Read,Write inc phonics sessions are used in KN when appropriate.

All children in the Foundation Stage have access to a wide range of play based resources/activities designed to encourage them to develop mathematical awareness and understanding.

Special Educational Needs (SEN)

It is important that there is no delay in identifying a child with SEN within the Early Years and making the necessary provision. When a child is identified as having SEN the Key Person will work in partnership with the parents to establish the support the child needs. If Special Educational Support is offered in school these arrangements are shared with the parents. A graduated approach is then taken involving the Nursery Manager, Key Person, SENCO and the parents; assess, plan, do review. (As set out in the SEND code of practice 2015).

SEN support will be given when planning and preparing for transition. If moving to another setting parental permission will be sought before sharing any information as part of this process.

The Early Years SENCO is Mrs Emma Butler.

SEN Involvement with Specialists

If a child continues to make less than expected progress despite evidence-based support and interventions that are matched to the child's area of need, consideration will be made on whether to involve appropriate specialists. This decision will be taken with the child's parents. This may mean requesting an Education, Health and Care Plan needs assessment.

Record Keeping

As required under the EYFS framework children's progress is recorded within their profiles. These include how children with SEN and disabilities are supported.

English as an Additional Language (EAL)

In the Foundation Stage we aim to ensure that all EAL children are supported to develop spoken English within the environment and begin to use the English language with confidence and competence. Teaching staff have a key role in this modelling the use of language, giving additional support, time and patience where needed, whilst still valuing the importance of the child's home language. Parents are welcome to stay with the child whilst they settle into school using both their home language and English. We actively encourage parents to share their cultural background with staff and the other children in the Foundation Stage through visits and the participation in activities. Parents are invited to provide a list of key words, along with translations to assist the child's transition into the Foundation Stage.

Extra-Curricular clubs

Children in the EYFS are offered a range of extra-curricular clubs after the school day. For example:

- Ballet
- Muddy Monkeys
- Crafty Caterpillars
- After- School Care Club
- Yoga Bugs
- Football
- Happy Diggers

Homework

To begin with homework in KR consists of going over the key sounds. Reading is introduced as and when appropriate for each individual child. It should last no longer than 10 minutes at this age and stage. The purpose of homework in Reception is to reinforce work that has been carried out at school. It also helps to develop good 'homework habits' from a young age and build on the importance of the home/school link and partnership.

Parent Information and Reporting

An 'open door' approach is encouraged, as it is in the whole school, but particularly so in the Early Years Foundation Stage. Parents/carers bring their children into the classrooms every morning and are free to talk to the class teachers/key persons with regard to any matters. If further time is needed to discuss a matter a mutually agreed time is made to do so. Similarly, at the end of the school day parents are free to speak to their child's class teacher/key person.

Parents/carers are encouraged to ensure either the teacher or key person is aware of any changes with regard to the collection of their child, together with any other important information – such as their child being tired or upset, Grandpa being poorly or the cat being lost etc.

'Contact books' are used in the Foundation Stage to note any matters or information needing to be shared and in KR for recording details of Homework. Parents are encouraged to mention 'other matters' verbally to a member of staff, whenever possible, as well as noting them in the Contact books.

All parents are issued with a 'yellow lanyard identification badge' to ensure safeguarding measures are in place when parents enter school to collect their children during the school day.

Reports

In Reception and Nursery parents receive an assessment report 3 times a year which coincides with the opportunity to meet with the Form Tutor to discuss the progress made and the ways to move forward.

The 'open door approach' enables parents and teachers to discuss the progress and development of the children informally on a regular basis. However, parents are welcome to arrange a time to discuss matters further should they wish to. There are also continual opportunities for parents to look at and discuss their child's Record of Learning and Development on 'Tapestry' and add their comments.

Parent Information mornings/evenings

A Parent Information Evening takes place shortly after the start of the Autumn Term. This is designed to give parents a better idea as to how and what the children in the Foundation Stage learn. Parents are free to ask any questions they may have. Parents also receive a Foundation Stage handbook giving information about the curriculum. The evening also enables parents to meet other parents from their child's class and from Years 1 and 2 and gain an overview of the whole of the Kindergarten.

Links with Parents

The importance of home/ school partnership is valued strongly at Gad's Hill. Parents are encouraged to participate in school life by becoming a Friend of Gad's Hill and help in arranging events and raising funds for the school. Parents are also invited to attend class assemblies, concerts, celebrations, sporting events and to volunteer to help on school trips.

Transitions

During the Summer Term the KR teacher visits KN once a week to read a story and talk to the children. This enables the children to become familiar with their new teacher and vice versa. During the Summer Term the children spend a morning each week in their new class to familiarize themselves with their new surroundings, the members of staff and learn a little of their new routine in Reception.

A transition/induction day takes place towards the end of the Summer Term where children move into their new classrooms (e.g. KN to KR and KR to K1) for the day. Children new to the school similarly attend this day.

Discussions take place between class teachers in which information is exchanged with regard to the children's Learning and Development, medical and dietary needs and any other relevant information, prior to the end of term. Records of Learning and Development (profiles) are passed on to the next class teacher (these contain the observations and next steps). In KR the Learning and Development records containing the EYFS profile scores and Reading records are also passed to the Year 1 teacher.

Links within the EYFS and the rest of the Kindergarten and Junior School

- KN join together for occasional Kindergarten and Junior Assembly.
- KR (Reception) takes part in whole school assemblies once a week.
- All Foundation Stage children take part in the concert which forms part of the Harvest Festival, KG Prize Giving and Spring Services.
- All Foundation Stage children take part in the KG Sports Day.
- All Foundation Stage children take part in whole school fund raising days/activities and also hold their own.
- KN and KR take part in visits to the school by theatre companies etc.

Staff links in the EYFS

EYFS meetings take place on a regular basis throughout each term. Informal discussions take place frequently between all EYFS staff and similarly between Reception and other KG and JS staff. The EYFS Manager and Head of Kindergarten meet weekly.

The EYFS Manager and Foundation Stage teachers attend whole school staff meetings once a week and relay relevant information discussed in the meeting to other EYFS staff, minutes are sent to all via email. The EYFS Manager and Reception teacher also attend whole school subject meetings where applicable.

Fundamental British Values in the EYFS

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the Early Years Foundation Stage (March 2017)

In the EYFS at Gad's Hill this is shown by:

Democracy; making decisions together

As part of the focus on self-confidence and self-awareness as cited in PSED:

- Staff encourage children to see their role in the bigger picture, encouraging them to understand that their views count and that we value each other's views and values. Encouragement and time is also given to allow children to talk about their feelings.
- When appropriate staff demonstrate democracy in action, an example of this is children sharing views on what the theme of their role play area could be with a show of hands.
- Staff support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. They are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of Law: understanding rules matter as cited in PSED

As part of the focus on managing feelings and behaviour:

- Staff ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Staff collaborate with children to create class rules, for example, to agree the rules about tidying up and ensure that all children understand that the rules apply to everyone.

Individual liberty: freedom for all

As part of the focus on self-confidence and self-awareness and people and communities as cited in PSED and UTW

- Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, therefore developing a positive sense of themselves. For example allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions. For example in small group discussions and circle times by discussing what is relevant to them.

Mutual respect and tolerance: treat others as you want to be treated

As part of the focus on people and communities, managing feelings and behaviour and making relationships as cited in PSED and UTW

- Managers and staff create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children are taught tolerance and appreciation of and respect for their own and other cultures; about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and are able to share and discuss practices, celebrations and experiences.
- The importance of tolerant behaviours such as sharing and respecting other's opinions are explained and encouraged.
- Stories are shared that reflect and value the diversity of children's experiences and resources and activities are provided that challenge gender, cultural and racial stereotyping, therefore promoting diverse attitudes and challenging stereotypes.

Counter Terrorism and Security

The EYFS places clear duties on providers to keep children safe and promote their welfare, and should be alert to any safeguarding and child protection issues in the child's life at home or elsewhere (para. 3.7 EYFS). The EYFS framework supports staff to educate in an age appropriate way the most vulnerable and impressionable children by ensuring they learn right from wrong, mix and share with other children and value other's views, know about and accept similarities and differences between themselves and others, and

challenge negative attitudes and stereotypes. This guidance is followed within our KN and KR classes in conjunction with guidance set out with other relevant guidance.

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

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

Supervision of Staff in the EYFS

In accordance with the revised Statutory Framework for the Early Years Foundation Stage (March 2017) staff supervision is a requirement for providers under Section 3 – The Safeguarding and Welfare Requirements Clauses 3.21,22 as follows:

3.21 Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.

3.22 Supervision should provide opportunities for staff to;

- Discuss any issues- particularly concerning children’s development or well-being, including child protection concerns
- Identify solutions to address issues as they arise
- Receive coaching to improve personal effectiveness

Purpose of supervision meetings

Managers must provide opportunities for staff to give regular feedback and support staff in role as key person.

Supervision is a key element within the Foundation Stage Setting. The manager will ensure that all staff adhere to a supervisory schedule, in line with Kent County Council guidelines.

Supervision is a means to ensure that staff are clear about what their job is, what the manager wants them to do, to raise safeguarding concerns about particular children and to be supported to do that job well. The meeting gives parties the opportunity to evaluate and review workloads and performance so that learning and development can take place and to identify performance shortfalls, encourage and motivate staff and initiate training, support and /or coaching. Supervision does not replace the annual staff appraisals.

Responsibility

The Head of Kindergarten and the KN Manager are responsible for ensuring that regular supervision meetings are conducted with every member of staff working in the EYFS Setting. All members of staff are responsible for ensuring that they meet the required standard for their role in line with their job description.

Process and Frequency

Supervision is an essential part of the effective working relationship between a member of staff and a manager. The meetings are a two way discussion between a member of staff and their manager and to be effective each person must take an equal responsibility for ensuring effective communication and co-operation and recognition of the value of supervision meetings for both parties. All staff must be provided with a regular supervision (1:1) meeting with their manager at least once every term which is booked in advance at an agreed time. There must be a written record of the meeting using the attached Supervision Record Form. Ad Hoc Supervision sessions are also recorded by the Foundation Stage manager and Head of Kindergarten. These occur on a day to day basis.

What to cover at supervision meeting

The content of the supervision meeting will be to:

- discuss and agree targets/tasks and objectives which need to be carried out
- record progress on these targets/tasks
- set timescales and deadlines for carrying out the tasks
- identify any performance concerns and improvements required
- discuss any issues of concern about particular children
- identify appropriate support and guidance with regard to all aspects of work including support in dealing with particular children and their individual needs
- identify any training and development needs.

Supervision Standards

Staff should expect:

- To be given clear objectives and standards, appropriate deadlines and help in achieving their objectives.
- To be given the opportunity and time to be express any concerns.
- To be given appropriate support, and receive coaching where necessary.
- To be told when a piece of work has been done well.

Line manager should expect:

- To have their management responsibilities understood and respected by the staff they manage.
- That once targets and/or objectives are set the member of staff will produce work to an agreed standard.
- That staff will demonstrate a willingness to strive for continuous improvements.
- That staff will be open, honest when their work is being discussed.

Recording supervision meetings

The supervision meeting will be recorded on the attached Supervision Record Form and should be completed by the manager at the time of the meeting. Both parties will sign the record and agree the date for the next supervision meeting. To ensure that the confidentiality and identity of individual children is maintained within the supervision record no names of the children discussed will be used only initials.

Organisational Arrangements of meeting and greeting of the children during the day for parents are documented in the Parent Handbook.

Staff Child Ratios

Both KN and KR levels of staffing are in accordance with the guidelines set out on P23 of the Statutory guidelines.

3.28 Staffing arrangements must meet the needs of all children and ensure their safety. Providers must ensure that children are adequately supervised and decide how to deploy staff to ensure children's needs are met. Providers must inform parents and/or carers about staff deployment, and, when relevant and practical, aim to involve them in these decisions. Children must usually be within sight and hearing of staff and always within sight or hearing.

Designated Staff within the EYFS

All staff work together for the welfare and safety of all of the children. However the specifically named member of staff for Safeguarding and Behaviour management in the EYFS is Mrs Debbie Mills who is also the Nursery Manager and oversees the development of the children alongside the EYFS team referring to the SENCO where appropriate. Mrs Stephanie Edmonds deputises as KN Manager in Mrs Debbie Mills' absence. Ms Christie Godding (Medical and Welfare Manager) has responsibility for medical administration of any medicines and the care of the children when unwell.

Uncollected Child Procedure

Should a child not be collected at their appointed time a member of the staff will endeavour to contact the parent/carer using the contact information file found outside the Head of Kindergarten office/ KN Manager Office. Under no circumstances will any child be released to an alternative adult without consent from the parent.

Should contact be made and information obtained that ensures the child will be collected shortly, then arrangements will be made by the person in charge for the child to attend the After School club. Such over hours are chargeable.

In the very unlikely event that no contact is made with a parent/carer then, 30 minutes after the time the child should have been collected, the Form Tutor/ After School Leader will first attempt to contact any other person whose name appears on the emergency list.

The Children Acts of various dates agree prime objective should be that 'welfare of the child is paramount'. To fulfil this prime objective Gad's Hill will provide care of the child for as long as is reasonably practicable. Should the Head of Kindergarten/DSL believe that it is in the child's best interests for their care to be passed to the care of social services, and then under this procedure they reserve the right to do so. Should this ever occur, then all procedures in the Child Protection Policy in the main body of policies will be adhered to.

Staff Responsible: VW

Review Date: July 2018

Next Review Due: Aug 2019

Governor responsible: Kirsty Hillocks