



# BISHOP CHALLONER SCHOOL

## NURSERY

### Parent Handbook 2017-2018

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Dear Parent/Carer,

We are delighted to welcome you into our school community and a very warm welcome to our nursery. We look forward to getting to know you all over the next fifteen years.

We aim to work in partnership with parents and school to ensure children make good progress and are happy throughout their early years. No doubt you have many mixed emotions at the moment and we will ensure that the transition is a smooth one. As parents, you are your children's first educators and play a vital continuing role when your child joins nursery and then School. There is no one way to bring up a child and everyone has their own perspective. You should all be applauded in the toughest job of all.

The information contained within this pack is designed to give you the useful pieces of knowledge and answer some of your many questions.

We believe that it is very important to prepare our children for an ever-changing world by encouraging them to be their very best. The nursery staff will communicate effectively with you and we will assess what each child can do on entry to nursery and identify their needs to further their learning. The nursery staff value and build on children's successes and keep parents informed about their children's learning throughout their journey with us.

We look forward to receiving applications for 4+ places in Reception. Applications packs can be collected from the main reception office, please be reminded that transition to Reception from nursery is not automatic and all children are subject to entry assessment.

We are sure that you and your child will be very happy with Bishop Challoner and thank you for giving us the opportunity to share each step.

Ms Emma Ludlam

Head of Nursery

Mrs Paula Anderson

Headteacher

## **School Aims and Mission Statement**

### **Our Aims**

At Bishop Challoner we aim to: -

- recognise each individual as a unique part of God's creation and respect the human dignity of all members of the community;
- encourage each pupil to achieve his or her full potential in all areas including academic, creative, emotional and physical;
- celebrate and value personal success and achievement in all areas;
- provide a balanced curriculum which is responsive to and supportive of all needs and aspirations, fostering both intellectual curiosity and academic achievement;
- create a positive and supportive environment where high expectations are the norm;
- provide high quality teaching by well qualified staff in a disciplined working environment; and develop a social conscience towards all members of society - locally, nationally and globally.

### **Mission Statement**

Bishop Challoner School is founded on Catholic principles but welcomes and respects all faiths. Through partnership of family and staff, we foster the education of the whole person in preparation for adult life, within a positive and caring environment.

### **School Motto**

Our motto 'Quantum Potes Tantum Aude' challenges each member of our community to dare to do their very best.

## Allergies/Intolerances

Please inform us if your child suffers from an allergy. It is best, if your child has an allergy, that they bring in a packed lunch if they stay for lunch, so that you can be certain that what you provide for them is safe. From time to time we may carry out cooking activities and if necessary your child's Key Person will liaise with you to ensure what is being prepared is safe for your child. We may also ask you to provide a packed lunch for your child at events; such as our Christmas Party.

If your child has medicines that may need to be administered at Nursery i.e. asthma inhalers or Epipens for instance, then you will be required to provide a clear Tupperware style box, marked with your child's photograph, name and emergency telephone numbers. We will also need you to complete a medical administration permission form and provide clear details of any emergency protocol that should be adhered to. If you have a protocol or care plan from a GP or consultant we would require a copy of this to keep with your child's medicine.

Occasionally you may be required to sign a Risk Assessment or Health Care Plan if there are specific needs around your child's condition.

## Assessment, Reporting and Tracking and Monitoring

At Bishop Challoner, the EYFS uses a software called Tapestry to collect observations, make assessments and track your child's progress. Information is collected on iPad within the setting and then uploaded into a cloud storage which can be viewed through the associated website. The beauty of this is that the Practitioner gets to spend more time with the child as they are not bound to more traditional methods of recording data and endless paperwork. As a Parent, you will be invited into your child's Tapestry account so that you can view their observations, adding comments and sharing information via your own observations from home – strengthening the important bond that is the parent/setting relationship and endorsing best outcomes for the children.

Reports will be collated on your child termly and you will be able to view these via Tapestry. If your child turns 3 during their time with us, then a 2-3 year development check will also be carried out by your child's Key Person. Also in this scenario, we will be asking to see any development checks carried out at a previous setting or through your child's Health Visitor.

Please see the links below for more information on Tapestry and its use. There is also an important section about security which is of course so important to us all.

<https://tapestry.info/>

## A typical day

### Classroom timetable/routine for Butterfly group

0845	Children enter the setting
0900 or 0915	EYFS assembly/ whole school assembly or service if applicable <b>Or</b> Activity time – usually a mixture of adult led/child initiated
0930	Circle time / child led activity
1000	Snack time
1030	Outside play
1100	Chapel on Tuesday IT suite/library
1125	Tidy up time / round up of morning

On a Monday Butterflies go to Forest School for the morning

On a Wednesday Dolphins go to Forest school for the morning

Routines are always flexible to suit the needs of the group and individual child and any other activities that may be happening i.e. trip, whole school assemblies, Masses and school functions etc.

- Each Friday morning the children are allowed to Free-flow between selected rooms and outside.
- Each afternoon – after 1300- the children are encouraged in child-initiated activities, usually teaming up with other groups and ages.
- Fri afternoons are allocated as time to link up with Reception class.

## **British Values within the EYFS**

The EYFS curriculum and its statutory framework puts strong emphasis on the support and development of the individual child. It also promotes the nurturing of a holistically well-rounded individual, by focusing on developmentally appropriate ideals. The division of the Prime & Specific Areas highlights the importance of ensuring PSED is well developed within the developing child. Children in the EYFS are encouraged to be independent and confident learners, with the use of positive role modelling and imaging and positive reinforcement for good behaviour and effort. Sanctions may be put in place at an age appropriate level to reinforce the benefits of good behaviour and kindness towards our peers and adults.

Pupils are supported to develop self-esteem and confidence through measures such as taking the Challoner Bear home as a reward, the team reward jars and through the sticker chart system. Children are encouraged to regard themselves both as a member of the “family of Bishop Challoner” and the “family of God.” They are encouraged to view themselves as important, special and individual, but with a whole school ethos and part of a team.

Children are actively supported to develop skills to identify the differences between right and wrong. Children will be spoken to using language that refers to being kind to their friends, using kind hands and using kind, inside voices. Children who exhibit negative behaviour will be given the opportunity to consider their behaviour and decide whether that is deemed desirable by everyone. They will be asked to reflect on whether or not that is a way in which they would like to be treated by others.

Children in the EYFS are supported to try to understand that their behaviour and actions have an impact on others. The Nursery actively takes part in fundraising activities and the children are assisted to understand what charity is and how to help those who are less fortunate.

The Nursery setting is highly diverse, welcoming many children from various faiths, cultures, races and levels of ability. All of the children are valued equally and equality is actively endorsed across the setting. Children are advised against singling children out as different or considering themselves to be more important than another. Initiatives such as language of the month, celebrating other festivals etc. gives the children the opportunity to look at other walks of life with respect and dignity.

Above all the children are supported, within the Catholic ethos of the school, to respect themselves, others and God. The use of prayers prior to snack and lunch helps the children to show appreciation and respect for what they have.

### **Areas of the curriculum that pay particular relevance:**

PSED self confidence & self awareness 22-36 months:

- Expresses own preferences and interests.

PSED -self confidence & self awareness 30-50 months:

- Welcomes praise for what they have done
- Enjoys responsibility of carrying out small tasks.
- Confident to talk to other children when playing, and will communicate freely about home & community.

PSED self-confidence & self-awareness 40-60 months:

- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.

PSED managing feelings and behaviour 22-36 months:

- Aware that some actions can hurt or harm others.
- Tries to help or give comfort when others are distressed
- Can inhibit own actions/behaviours e.g. stopping themselves from doing something they shouldn't do.

PSED managing feelings and behaviour 30-50 months:

- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Are of own feelings, and knows that some actions and words can hurt others' feelings.

PSED managing feelings and behaviour 40-60 months:

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Beginning to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy.

PSED making relationships 22-36 months:

- Shows affection and concern for people who are special to them.

PSED making relationships 30-50 months:

- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

PSED making relationships 40-60 months:

- Takes steps to resolve conflicts with other children e.g. finding a compromise.

Understanding the World people and communities 22-36 months:

- Learns they have similarities and differences that connect them to, and distinguish them from others.

Understanding the World people and communities 30-50 months:

- Recognises and describes special times for events for family and friends.
- Knows some things that make them unique and can talk about some of the similarities and differences in relation to friends and family.

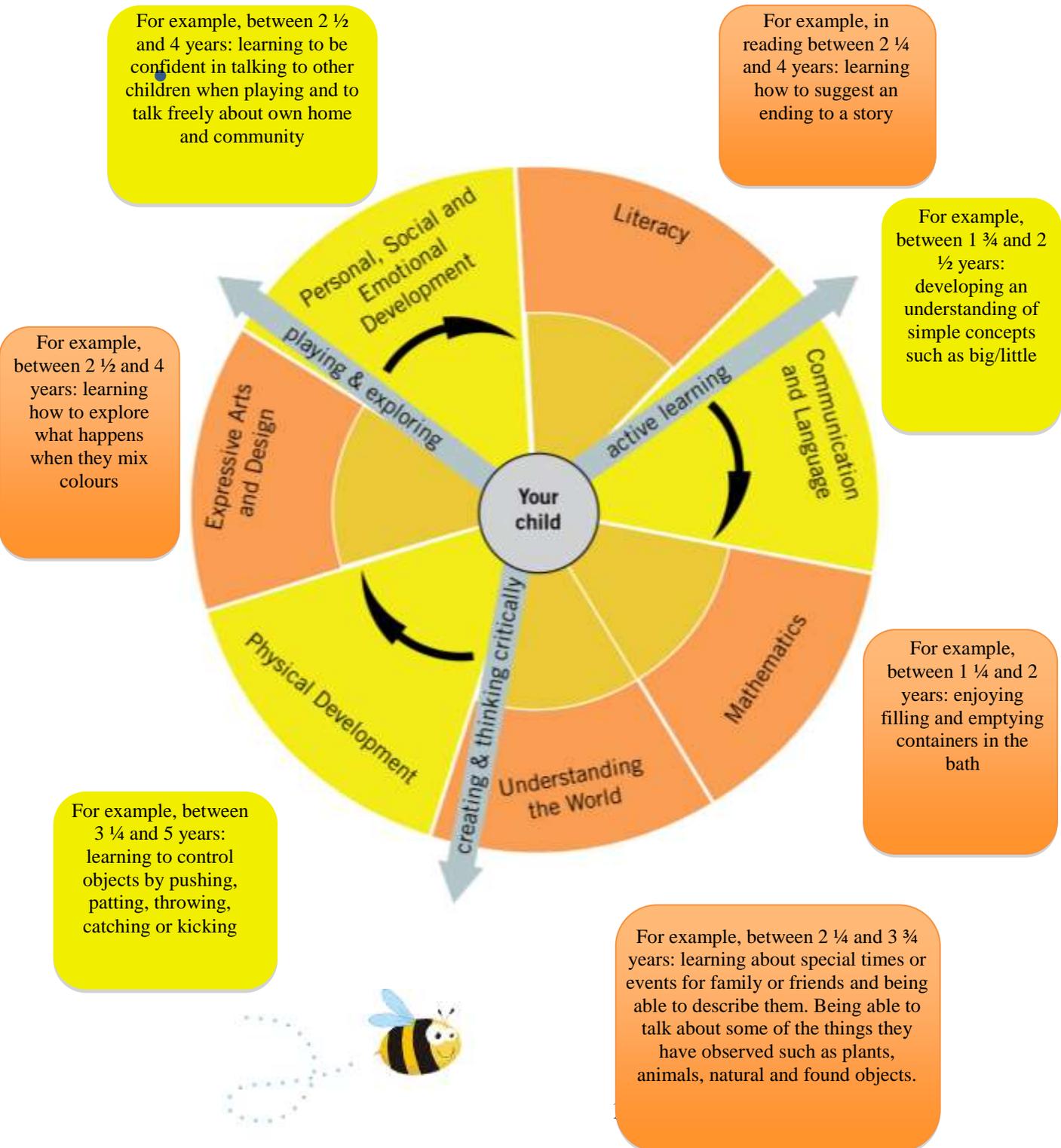
Understanding the World People and communities 40-60 months:

- Enjoys joining in with family and customs and routines

# The EYFS Curriculum

## The Prime and Specific Areas of Learning

The diagram below gives examples of the areas of learning and development and shows the links between the way in which your child learns and what they learn.



## As a mum or dad, how can I help with my child's learning?

All the fun activities that you do with your child at home are important in supporting their learning and development, and have a really long lasting effect on your child's learning as they progress through school.

Even when your child is very young and is not yet able to talk, talking to them helps them to learn and understand new words and ideas. If you make the time every day to do some of the



following things with your child it will make a real difference to their confidence as a young learner.

If you are looking for new ideas for things to do then find out what is on offer at your local children's centre. Many offer 'messy play' activities which you and your child can join in with, and many of the activities they provide are free. Staff can also give you advice about the kinds of books or other activities your child might enjoy at different ages.

## **The Three Prime Areas:**

The three prime areas are the first areas which are focused upon as they are the building blocks for development and learning. They focus on the three areas as follows:

### **Physical Development - Moving and handling**

#### **Health and self-care**

This area of the development focuses on looking at how children move both in their gross motor (large muscles) and fine motor (small muscles) movement. Children are supported to ensure that on completion of the EYFS they are independent in dressing themselves and tending to their own hygiene needs. The physical development of the child is monitored to make sure children are able to use their bodies well in a variety of ways from climbing, to writing.

### **Personal, Social & Emotional Development – Self-confidence and self-awareness**

#### **Managing feelings and behaviour**

#### **Making relationships**

PSED is an essential area of development and one that continues for many years. By helping children to develop good personal and social skills, children are given the tools that they need to make friends, share and take turns; tools for life-long learning. Young children are monitored through the curriculum to accept change and be able to manage their feelings and behaviours in different social contexts. Children are helped to develop an understanding of boundaries and rules within school and wider society; such as being kind, comforting those in need and being mannerly. Our Catholic ethos is also reflected here.

### **Communication and Language – Listening and attention**

#### **Understanding**

#### **Speaking**

It is very important that early communication and language is monitored and assessed as it is the seed from which all learning grows. The child who struggles to communicate clearly will struggle to show understanding of concepts and will find it difficult to meet social and emotional curriculum goals. In the early years children are encouraged to do “good sitting” and “good listening” so that they can learn to pay good attention and have a focus for learning.

# The Four Specific Areas:

## Literacy – Reading

### Writing

Within the EYFS children are encouraged to make marks from an early age and then to ascribe meaning to these marks; eventually this becomes legible writing. Phonic awareness is introduced from a young age and the understanding that these sound go to make up words is eventually realised. Assessments are made at age appropriate levels, remembering that all children develop at different stages and are not all ready for the same activities at the same age.

## Mathematics – Numbers

### Shape, space and measures

Young children start off by counting by rote and then adding understanding to their counting by being able to identify that numeral match quantity. Other mathematical concepts such as language that describes size, shape, weight and position are introduced through play scenarios. Children are also encouraged to express their knowledge regarding things such as money and time in basic forms.

## Expressive Art and Design – Exploring and using media and materials

### Being imaginative

Expressive arts and design looks at creativity, not only in the forms of producing craft work such as paintings and drawings, but also music, movement and singing. Exploring a variety of media such as paint, play dough and collage introduces children to different forms of expression and texture. Children are also supported to demonstrate what they know about the world around them by re-enacting scenarios in role play both on large scale i.e. the restaurant or on a small scale i.e. the doll's house.

## Understanding the World – People and Communities

### The World

### Technology

The Understanding the world section of the curriculum gives the children the opportunity to make sense of their world, looking closely at the natural environment; weather, plants and animals and those who live in it. It is of particular importance that the children see tolerance and understanding of all, particularly of different cultures by exploring them and celebrating their diversity.

## Enrichment

- There are various additional extra-curricular activities on offer in our nursery. These incur an additional charge and are arranged direct with the company facilitating the activity. These activities take place towards the end of the nursery day.
- The activities on offer are outlined below:
  - **Monday** – Provided by “Premier Sports.” A gymnastic based activity promoting fitness and wellbeing 2.30pm-3.15pm
  - 
  - **Tuesday** – Ballet for boys and girls provided by Miss Munns. 2.15pm-3.15pm (includes time for changing)
  - 
  - **Friday** – French provided by Mrs J Atkinson, known as “Petit Tetards.” During the morning session.

## Food and Eating in Nursery

If your child attends full time – i.e. 5 full days, then you can choose to pay for a hot school lunch provided by our caterers. Lunch consists of a hot meal, fruit and a delicious dessert.

Alternatively, if your child stays all day, they may bring a packed lunch, however, *the Nursery does not re-heat foods.*

Children will require a snack for mid-morning and mid-afternoon if they stay all day. They will require a water bottle that they can access if thirsty during the session. In addition to your child's water bottle, they may also bring in a carton of juice, should you wish, but please refrain from sending in your child with sports cap fruit juices, as the lids do pose a choking hazard.

Please ensure that the snacks you send in from home are healthy i.e. a piece of fruit and please remember if you send in grapes to cut them into quarters, as they too pose a choking hazard.

**Please do not send in NUTS or products containing nuts as they are a contamination risk for children with allergies.**

**If your child suffers from a food allergy, we would please ask that you send in a packed lunch as we cannot guarantee the contents of school meals, thank you.**

**Please see one of our sample menus attached.**

## Week One 4th September, 25th September, 16th October, 13th November & 4th December

**Monday**  
Organic Beef Burger in a Bun <sup>1.45</sup> ☞  
Bean Enchiladas <sup>1.45</sup> ☞  
Herby Diced Potatoes <sup>1.15</sup> ☞  
Sweetcorn & Cole-slaw <sup>1.45</sup> ☞  
Jacket Potato with a  
Choice of Toppings <sup>1.25</sup> ☞  
Selection of Salads <sup>1.45</sup> ☞  
& Homemade Bread <sup>1.35</sup> ☞  
Coconut Bar <sup>1.45</sup> ☞  
Jelly, Fruit Pots ☞ & Yoghurt <sup>1.15</sup> ☞

**Tuesday**  
BBQ Pork <sup>1.45</sup> ☞  
Falafel with a Tomato Sauce <sup>1.45</sup> ☞  
Rice, Green Beans & Peppers ☞  
Jacket Potato with a  
Choice of Toppings <sup>1.25</sup> ☞  
Selection of Salads <sup>1.45</sup> ☞  
& Homemade Bread <sup>1.35</sup> ☞  
Iced Chocolate Sponge <sup>1.45</sup> ☞  
Mr Nourish Biscuit <sup>1.15</sup> ☞  
Fruit Pots ☞ & Yoghurt <sup>1.15</sup> ☞

**Wednesday**  
Roast Turkey & Onion Gravy  
Quorn, Spinach & Tomato Pasta <sup>1.45</sup> ☞  
Mashed Potato ☞ & Seasonal Vegetables ☞  
Jacket Potato with a  
Choice of Toppings <sup>1.25</sup> ☞  
Selection of Salads <sup>1.45</sup> ☞  
& Homemade Bread <sup>1.35</sup> ☞  
Fruit Jelly  
Mr Nourish Biscuit <sup>1.15</sup> ☞  
Fruit Pots ☞ & Yoghurt <sup>1.15</sup> ☞

**Thursday**  
Chicken Jambalaya <sup>1.45</sup> ☞  
Macaroni Cheese <sup>1.25</sup> ☞  
Carrots & Broccoli ☞  
Jacket Potato with a  
Choice of Toppings <sup>1.25</sup> ☞  
Selection of Salads <sup>1.45</sup> ☞  
& Homemade Bread <sup>1.35</sup> ☞  
Tomato Bread <sup>1.35</sup> ☞  
Apple Pie (1) & Custard <sup>1.15</sup> ☞  
Cheese & Biscuits <sup>1.15</sup> ☞  
Fruit Pots ☞ & Yoghurt <sup>1.15</sup> ☞

**Friday**  
Fish Fingers <sup>1.45</sup> ☞  
Bruschetta <sup>1.35</sup> ☞  
Chunky Chips  
Baked Beans & Peas  
Jacket Potato with a  
Choice of Toppings <sup>1.25</sup> ☞  
Selection of Salads <sup>1.45</sup> ☞  
& Homemade Bread <sup>1.35</sup> ☞  
Apricot Cookie <sup>1.45</sup> ☞  
Fruit Pots ☞ & Yoghurt <sup>1.15</sup> ☞

## Week Two 11th September, 2nd October, 30th October, 20th November & 11th December

**Monday**  
Pasta Bolognese <sup>1.15</sup> ☞  
Spanish Omelette <sup>1.25</sup> ☞  
Green Beans & Peas ☞  
Jacket Potato with a  
Choice of Toppings <sup>1.25</sup> ☞  
Selection of Salads <sup>1.45</sup> ☞  
Garlic Bread <sup>1.35</sup> ☞  
Rice Pudding & Jam <sup>1.15</sup> ☞  
Fruit Pots ☞, Yoghurt <sup>1.15</sup> ☞  
& Mr Nourish Biscuit <sup>1.15</sup> ☞

**Tuesday**  
Chicken & Vegetable Pie <sup>1.15</sup> ☞  
Tomato & Basil Pasta <sup>1.45</sup> ☞  
Mashed Potato ☞ & Seasonal Vegetables ☞  
Jacket Potato with a  
Choice of Toppings <sup>1.25</sup> ☞  
Selection of Salads <sup>1.45</sup> ☞  
& Homemade Bread <sup>1.35</sup> ☞  
Fruit Jelly  
Mr Nourish Biscuit <sup>1.15</sup> ☞  
Fruit Pots ☞ & Yoghurt <sup>1.15</sup> ☞

**Wednesday**  
Roast Gammon  
Shepherd's Pie <sup>1.45</sup> ☞  
Roast Potatoes ☞ & Cabbage & Carrots ☞  
Jacket Potato with a  
Choice of Toppings <sup>1.25</sup> ☞  
Selection of Salads <sup>1.45</sup> ☞  
& Homemade Bread <sup>1.35</sup> ☞  
Jam Tart <sup>1.45</sup> ☞  
Mr Nourish Biscuit <sup>1.15</sup> ☞  
Fruit Pots ☞ & Yoghurt <sup>1.15</sup> ☞

**Thursday**  
Caribbean Chicken <sup>1.15</sup> ☞  
Quorn Strips in a Tomato Sauce <sup>1.45</sup> ☞  
Coconut Rice (5) & Sweetcorn & Peppers ☞  
Jacket Potato with a  
Choice of Toppings <sup>1.25</sup> ☞  
Selection of Salads <sup>1.45</sup> ☞  
& Homemade Bread <sup>1.35</sup> ☞  
Iced Mandarin Sponge <sup>1.45</sup> ☞  
Mr Nourish Biscuit <sup>1.15</sup> ☞  
Fruit Pots ☞ & Yoghurt <sup>1.15</sup> ☞

**Friday**  
Salmon Fish Cakes  
or Fish Fingers <sup>1.45</sup> ☞  
Roast Veg Pineapple <sup>1.15</sup> ☞  
Chunky Chips & Baked Beans & Peas  
Jacket Potato with a  
Choice of Toppings <sup>1.25</sup> ☞  
Selection of Salads <sup>1.45</sup> ☞  
& Homemade Bread <sup>1.35</sup> ☞  
Ginger Biscuit <sup>1.45</sup> ☞  
Fruit Pots ☞ & Yoghurt <sup>1.15</sup> ☞

## Week Three 18th September, 9th October, 6th November, 27th November & 18th December

**Monday**  
Meatballs & Penne <sup>1.45</sup> ☞  
Sweet Potato Boil  
Seasonal Vegetables ☞  
Jacket Potato with a  
Choice of Toppings <sup>1.25</sup> ☞  
Selection of Salads <sup>1.45</sup> ☞  
Herby Bread <sup>1.35</sup> ☞  
Autumn Crumble <sup>1.45</sup> ☞ & Custard <sup>1.15</sup> ☞  
Mr Nourish Biscuit <sup>1.15</sup> ☞  
Fruit Pots ☞ & Yoghurt <sup>1.15</sup> ☞

**Tuesday**  
Chicken Pizza <sup>1.35</sup> ☞  
Margherita Pizza <sup>1.35</sup> ☞  
New Potatoes ☞ & Sweetcorn & Peppers ☞  
Jacket Potato with a  
Choice of Toppings <sup>1.25</sup> ☞  
Selection of Salads <sup>1.45</sup> ☞  
& Homemade Bread <sup>1.35</sup> ☞  
Fruit Jelly  
Mr Nourish Biscuit <sup>1.15</sup> ☞  
Fruit Pots ☞ & Yoghurt <sup>1.15</sup> ☞

**Wednesday**  
Roast Pork  
Vegetable Pate  
Roast Potatoes ☞ & Carrots & Peas ☞  
Jacket Potato with a  
Choice of Toppings <sup>1.25</sup> ☞  
Selection of Salads <sup>1.45</sup> ☞  
& Homemade Bread <sup>1.35</sup> ☞  
Mousse <sup>1.15</sup> ☞  
Mr Nourish Biscuit <sup>1.15</sup> ☞  
Fruit Pots ☞ & Yoghurt <sup>1.15</sup> ☞

**Thursday**  
Sticky Chicken <sup>1.35</sup> ☞  
Tomato & Sweet Pepper Pasta <sup>1.45</sup> ☞  
Rice, Broccoli & Cauliflower ☞  
Jacket Potato with a  
Choice of Toppings <sup>1.25</sup> ☞  
Selection of Salads <sup>1.45</sup> ☞  
& Homemade Bread <sup>1.35</sup> ☞  
Chocolate Ice Cream <sup>1.15</sup> ☞  
Mr Nourish Biscuit <sup>1.15</sup> ☞  
Fruit Pots ☞ & Yoghurt <sup>1.15</sup> ☞

**Friday**  
Battered Fish <sup>1.45</sup> ☞  
Cheese & Onion Gulche <sup>1.35</sup> ☞  
Chunky Chips  
Baked Beans & Cole-slaw <sup>1.45</sup> ☞  
Jacket Potato with a  
Choice of Toppings <sup>1.25</sup> ☞  
Selection of Salads <sup>1.45</sup> ☞  
& Homemade Bread <sup>1.35</sup> ☞  
Ragjack <sup>1.45</sup> ☞  
Fruit Pots ☞ & Yoghurt <sup>1.15</sup> ☞

Allergen code: 10 Wheat gluten 11 Onions 12 Soybean 13 Mustard 14 Sesame 15 Sulphites/sulphur Dioxide 16 Milk 17 Fish 18 Eggs 19 Peanuts  
20 Nuts 21 Celery/Celery 22 Nuts 23 Lupin 24 Oil gluten 25 Dairy gluten 26 Seasonal Local Fruit & Veg & Organic Food



Mr. Mr. Nourish

Some of our schools may use pre-prepared potatoes or vegetables on occasions these may contain sulphites and celeries please discuss with your manager.

# Forest School



The Early Years department runs a Forest School initiative two mornings a week for the children who are in their last year of nursery before they move onto Reception. We are proud to say that our Forest School was officially opened by the Major of Bromley on May 4<sup>th</sup> 2016, during its first full year in fruition.

Forest School is an exciting and invaluable feature for the children. Forest School is an outdoor learning opportunity for the children to take part in. Being in the natural environment and open-air, supports the children's EYFS curriculum across all seven areas of learning, as shown.

1. **Personal Social and Emotional Development** - sharing, problem solving, supports independence, working as a team, seeking out new friends and taking responsibility such as managing the balance between appropriate risk and challenge.
2. **Physical Development** - using both gross and fine motor skills. Being outside in the open gives the children the chance to use their bodies in ways that would not be given scope within the classroom setting, using large muscle groups to explore and make dens and small muscles to create and handle natural items. In an age of supporting healthy activity and the health benefits of being outside, this opportunity will hopefully encourage a life-long awareness of physical activity and well-being.
3. **Communication and Language** - The natural setting and different opportunities inspire language and communication i.e. increased and varied vocabulary. Children are extended the time and confidence to communicate with others. Well supported language and communication development directly improves the developing skills needed for literacy i.e. reading and emergent writing. Some children find the constraints of the classroom inhibits their communication, being outdoors seems to liberate children and help them engage.
4. **Literacy** - the sensory input and experiences from learning outside often encourages children to record these events back in the classroom through recording data, early mark making (which in turn leads to writing.)
5. **Mathematics** - children learn best when motivated and engaged and counting, recording data and looking at shapes in the environment could not be more fun or inspiring.
6. **Understanding the World** - what better way to learn about the world around us, than to experience it first hand? The beauty of Forest School allows children to be outside in all weathers, monitor the changing seasons and enjoy their natural world by seeking out mini-beasts, exploring plants and flowers and understanding from a young age the need to nurture and look after our planet.
7. **Expressive Arts and Design** - the opportunity to create and gather natural materials that are simply not available in the classroom and to explore textures and colours as they appear in nature. Role play can be supported and extended in the open freedom of Forest School.

Forest School has proven to be popular and highly successful nationwide and we are aiming for nothing less here at

Bishop Challoner. We expect and hope that all of the children will find Forest School to be a valuable part of their school life, building memories and learning through fun and free exploration.

## Welcome to Forest School!



We are so excited to be running Forest School for the Nursery children at Bishop Challoner. This leaflet has been designed to answer any questions that you may have.

Your child will spend every **Monday** morning on our Forest School, which is situated at the top of the field on the main school site.

During this time they will be able to explore the natural world around them and learn through play and exploration.

There are a few basic 'rules' of Forest School, and once these are learnt then the children are safe to go and do exactly what they want.

Some children find endless fascination in collecting bugs, others want to dig whilst others are just happy sitting and listening to the noises around them.

**All experiences are learning opportunities in Forest School.**

The children will be accompanied by their Forest School Leader, Mrs Coates, and one other member of the Nursery team.

Mrs Coates will lead the Forest School session, and there will be a chance for the children to try a new activity every week, if they wish to do so. Individual child observations will be taken which will then be added to children's profiles to help plan for their development.

One child each session will be lucky enough to bring home our Forest School mascot and relive all their morning's adventures at home with their family.

We are sure that the children will really enjoy their Forest School experiences and look forward commencing these sessions in September.

## Your child's kit list

As the saying goes 'there is no such thing as unsuitable weather, just unsuitable clothing'.

With this in mind, a kit list has been put together to ensure that your child can get the most out of their Forest School sessions.

Please send your child into school on the morning of their weekly Forest School session wearing the following **named** base layers:

- Dark blue leggings or jogging bottoms
- T shirt or vest
- Long sleeved top

In Winter you may wish to add a thermal layer for your child.

Please provide a separate bag with a named change of clothes including socks, as well as a winter hat or summer legionnaires hat as appropriate.

Full outdoor waterproofs will be provided by the Nursery, but please ensure that your child has their wellies in Nursery at all times.

Finally, on sunny days, sunscreen should be applied at home if necessary.

## Our Forest School Rules

- We will look after our Forest School
- We never put anything in our mouth – including our fingers
- We never pick anything growing
- We make sure we stay within the boundary (fenced area) of the Forest School, and do not go out of the gate
- When we hear '1,2,3 base camp!' we go and sit on a log in base camp.

## General Information

Bishop Challoner is a wonderful place to be, with plenty of activities taking place. There are many things to remember so we hope that the information here will help to keep you informed as to what is going on and when.

### Registering your child

You are welcome to express an interest at any time for your child and this can easily be done by contacting Ms Knowles on [HKnowles@bcswb.co.uk](mailto:HKnowles@bcswb.co.uk) Ms Knowles will be happy to help you. Once an interest has been registered, Ms Knowles will arrange for your child to come in and complete an age-appropriate assessment in the setting, usually the term before you would like your child to start. At this point you will also be asked to confirm your intentions as regards sessions etc, so that availability can be established for you. Once the assessment is carried out, we intend to write to you very quickly if your child is to be offered a place. Children may start at Bishop Challoner Nursery in the term that they have their third birthday. All fee enquires can be answered by the Bursar – Mr David Rolls.

*Once you have registered your intentions for sessions and your place accepted, sessions cannot be reduced, but can be increased dependent on availability.*

### Communication

The website [www.bishopchallonerschool.com](http://www.bishopchallonerschool.com) is invaluable in letting you know what is happening in the school. The Parentmail system is used to communicate with our parents, to register we simply need your email address and mobile number, from then on we can contact you via email and SMS text messaging. Parentmail emails are generally sent on a Monday and Friday, unless it is urgent, so keep a look out for updates. The Challoner Update is published on a Friday and will keep you informed on forthcoming events and also the activities within the school – the perfect round up to the week. There is also a termly calendar which should help to provide good notice of activities and events.

### House System

Bishop Challoner has a house system in place and your child will be assigned to a house to help give them a sense of belonging and a whole school feel. The houses are St. Denis, St. Edmund, St. Patrick and St. Michael. There will be opportunities throughout the year to help boost your child's house by assisting in PTA activities etc, so do not forget to join in!

### Assemblies and Mass

To support our through school ethos, children from the nursery will also be given the opportunity to attend whole school assemblies and Mass, particularly as they get closer to their transition to Reception class. Smaller, EYFS assemblies are held bi-weekly by the nursery team and Reception teacher and the nursery are also invited to join in services with the infant department. Services and EYFS assemblies take place in our newly refurbished chapel.

As a Catholic school, our religion is a vital characteristic of who we are. There is a Mass every Tuesday morning at 0810 am if you are able to join us. Our Parish priest will celebrate the Mass, very often accompanied by Deacon Sean. Mr Lohan is our school chaplain and support the whole school in its Catholic endeavours.

### **Wrap Around Provision**

For children needing to stay on at school a little longer than the nursery day, we have a breakfast club in the morning running from 0720 am. The afterschool crèche also helps to extend the day, running until 6pm in the evening. These facilities are available to nursery children provided they have turned 3 years of age. Children under the age of three will need to wait until their birthday before they can attend. There is a charge for these services and advance booking should be made via appropriate forms which are available from the Bursar's assistant.

### **Security**

Please remember that security is of the utmost importance in caring for our children. Please endeavour to put away your mobile phone at the nursery gate and keep an eye out for your child at all times travelling to and from nursery. If you cannot collect your child in person for whatever reason, please ensure you have spoken to a member of staff and emailed or written in advance to inform us, so that we are confident in handing your child over safely. The nursery team will not hand your child over to anyone without authority and will insist that you are called to clarify any change in arrangements. To prevent embarrassment or delays, ensure that you have authorised any change in collection with me or a member of the team in writing.

### **Parking**

The school policy is no parking on school site. There is plenty of parking on the nearby roads. Please use the pedestrian gates at the entrance and exit from the school. Please ensure you escort your child through these access gates, rather than the large vehicle access gates. Wheeled toys such as scooters and rollerblades are not allowed on site and should be dismantled at the gate.

# Health

It is important that you keep us up to date at all times regarding your child's health. Please state all medical history on your child's medical form.

If your child is unwell at any time, then please telephone in using this number tel 0208 460 3546 ext 564 and report your child's illness. It is important we are aware if your child is suffering from any contagious illnesses such as Diarrhoea and Vomiting or skin conditions such as chicken pox or impetigo.

Children suffering from chicken pox may return to Nursery once the blisters have dried completely and your child feels well enough to do so.

If your child has a temperature/fever (Pyrexia) then please keep them at home as temperatures can spike very quickly in small children and can be dangerous.

***Any child who has diarrhoea and/or vomiting must not return to Nursery until 48 hours after the last bout of diarrhoea or sickness.*** This is extremely important in helping to minimise cross-infection.

If your child is unwell whilst they are at Nursery, then you will be telephoned and asked to collect. Please ensure your child is completely well before they return.

The Nursery will only administer ***prescribed*** medications as part of a chronic condition or in case of emergency i.e. in the case of allergies. The Nursery team will not administer Paracetamol, antibiotics or other medications for short-term infections. Please ensure that if your child is taking a medication that they have never taken before, that you keep them at home for at least 48 hours to ensure they do not have any adverse reactions.

Please remember to inform the nursery if your child has been given any medication prior to entering nursery as this information may become pertinent in the case of emergency.

***\*\* Please note that any planned absences should be put in writing to Ms Ludlam and Mrs Anderson and authorised by the Head Teacher. Holidays / days off are usually expected to be taken outside of term-time. Any recurrent absence must be monitored and in some cases disclosed to the Local Authority for children who receive Early Years Education Funding. \*\****

## Health and Safety

Whilst it is extremely commonplace for children to sustain small accidents, such as trips or falls during the course of play, we would never anticipate for this to be any more serious than usual childhood cuts, bumps and abrasions.

If an accident is witnessed, or reported to a member a staff, then appropriate first aid will be given and the accident will be recorded. A copy will be given for you to sign as acknowledgement.

Any bumps to the head, no matter how minor, will be reported to you by telephone. We will always recommend that you consider getting bangs to the head looked at by a professional. It may be that a member of staff requests that your child is collected immediately and their condition assessed by a health professional.

In the event that your child sustains a more serious accident, or is suddenly taken unwell, the nursery staff will make a careful assessment but will (in the best interests of keeping your child safe) call an ambulance if they consider the symptoms to be outside the realms of what is normally expected. We will, of course, telephone you immediately, so that you can meet with your child at the hospital. The child would always be escorted by a member of staff and treated with the child's best interests at the forefront of any decision making.

The attached form needs to be completed if your child has a prescribed medicine that may need to be given at nursery. This includes asthma inhalers and any prescribed eczema creams.



## Bishop Challoner School

### Parental Agreement to administer prescribed medication

We will not give your child medicine unless you complete and sign this form, in accordance with our school policy for staff to administer medicine.

Name of child	
Date of birth/Age	
Tutor Group/class	
Contact Telephone Number	
Doctor's Name	
Doctor's Telephone Number	
Medical condition or illness	

#### Medicine

Name/type of medicine <i>(as described on the container)</i>	
Expiry date	
Dosage and method	
Timing, e.g lunchtime, break, after food.	
Storage requirements	
Special precautions/other instructions	
Are there any side effects that we need to know about?	
I give permission for my child to self-administer the medication– yes/no <i>(Not applicable for EYFS)</i>	

The information supplied is, to the best of my knowledge, accurate at the time of writing and I give consent to school staff administering medicine in accordance with the school policy. I will inform the school immediately, in writing, if there is any change in dosage or frequency of the medication or if the medicine is stopped.

I understand that it may be necessary for this treatment to be carried out during educational visits and other 'out of school' activities as well as on the school premises.

Parent/Carer Signature(s)..... Date.....

Print Name.....

# Involving Parents

## Parent Meetings

After the first half-term you will be invited in to attend an informal meeting to see how your child has settled into Bishop Challoner.

Informal meetings with parents will take place throughout the year, with opportunities to discuss your child's progress. The Head of Nursery can be contacted by telephone 0208 4603546 ext 564 or by email [eludlam@bcswb.co.uk](mailto:eludlam@bcswb.co.uk) and is available speak with at the door in the mornings or afternoons. Your child's Key Person will be available to see you at any other times with an appointment, should you require more time.

If there are any concerns about your child's development, we will discuss these with you as they arise.



## Learning at home with Maths

- Play board games, such as Snakes and Ladders, to help children to recognise numbers and to help counting in sequence. Dice can have dots or numbers.
- Use your home and immediate world about you - look for shapes and patterns, opportunities of counting and comparing e.g. the shapes of cereal boxes, bus numbers, patterns of floor tiles, have we got enough biscuits for everyone?
- When your child is secure in their counting, get them to match the numeral to quantity. Introduce the terms 'more or less' and vocabulary linked to time and money.
- Sing number rhymes and songs together, e.g. 10 green bottles, 5 fat sausages, 5 little men in a flying saucer, to consolidate learning.
- Look at patterns – matching pairs of socks – understanding 'same' or 'different'.
- Use positional language in everyday language i.e. 'on top', 'beside' or 'in-between'.
- Discuss weights and measures during cooking activities.
- Above all – keep it practical and visual, as this will support learning.

## **Learning at home - supporting the development of your child's Communication, Language and Literacy skills.**

Your child's Language and Communication skills are best developed by using them all the time. Discussions using open-ended questions such as 'how' or 'why' challenge their thought processes and give them the opportunity to experiment with their language and vocabulary. Give your child time to talk and share their ideas.

The introduction of phonics is part of learning to read and write, but should not be the sole area of focus. Share stories with your child and ask them questions – do they understand the story? The ability to sit and listen is very important and will assist developing literacy skills.

Encourage your child to look at words in the environment i.e. logos and different forms of print, to excite their interest in the written word.

Remember that writing is a complex skill – many muscles need to develop along with your child's understanding. Early fine motor skills such as threading, moulding dough and finger painting are essential steps on the road to writing.

## EYFS IDEAS & SUGGESTIONS.

Area of learning	Activities that support development
Personal social & Emotional	<p>Encourage self-exploration – let your child take control of their own learning.</p> <p>Try to promote independence – putting on own coat, shoes &amp; socks and putting their things away.</p> <p>Lots of praise and <i>constructive</i> help – let them know it’s good to have a go.</p>
Physical	<p>Gross motor skills or “big muscles” –these develop first so try football, catching and throwing and dancing to get those muscles developing.</p> <p>Fine Motor- small muscle development – remember this includes kneading dough, using tongs, using scissors (with supervision!!) as well as writing and drawing.</p>
Communication and Language	<p>Use open-ended questions i.e. how, when, why, who or where. Give your child time to develop an answer and express it.</p> <p>Read with your child – ask them questions about the story, did they understand the story? Can they retell you the story?</p> <p>Ask your child to tell you what is happening in the pictures without you telling them.</p>
Mathematics	<p>Count anything and everything – after stationary objects try counting moving things i.e. skips &amp; hops.</p> <p>Reinforce the understanding of quantity – help your child to understand 1 means 1 and so forth.</p>
Understanding the World	<p>Discuss simple concepts with your child – floating &amp; sinking, taller &amp; shorter</p> <p>Look at the natural world – the weather &amp; natural materials.</p> <p>Using Information Technology - but try to monitor “screen time” (especially viewing) and always ensure it is age appropriate. Try different IT, not just tablets; cameras and CD players are considered IT too.*</p>
Expressive arts and design	<p>Large role-play toys such as kitchens, or “small world” such as castles or dinosaurs are great at encouraging imaginative play.</p> <p>Provide different types of construction – large lego, wooden blocks, even “junk modelling” i.e. egg boxes and cereal boxes to help guide creativity.</p> <p>Try and explore different media – paints, pens, modelling clay and other craft material to create different effects.</p> <p>Encourage your child to “put on a show” – puppets, dancing, singing or story telling – using imagination to entertain you!</p>
Literacy	<p>Provide lots of blank paper and pens/pencils. Many children are not ready for formal worksheets at this age – perhaps try making “name biscuits” or using playdough if your child is not ready for writing.</p> <p>Sound out the first letter sound to anything and everything you see – b for bus, c for cat, d for dog.**</p>

\*It’s never too early to check your parental settings on your smart phone or tablet so that your child can only view appropriate content – little fingers can get a little “swipe” happy!

\*\*Try to use the *phonetic* sound rather than the letter name.

# Meet the Team

The EYFS team is dynamic and friendly, incorporating both the nursery and reception class team, with support from our breakfast club and after school crèche supervisors.

## Head of Nursery

Ms E Ludlam                      BSc (Hons) / Early Years Professional Status  
[eludlam@bcsweb.co.uk](mailto:eludlam@bcsweb.co.uk)

## EYFS Team

Ms S Scicluna                      BA (Hons)  
Montessori Early Childhood Teaching Diploma  
Named second in charge.  
[sscicluna@bcsweb.co.uk](mailto:sscicluna@bcsweb.co.uk)

Mrs I Coates                      BA (Hons) / Early Years Professional Status  
Forest School Leader  
[icoates@bcsweb.co.uk](mailto:icoates@bcsweb.co.uk)

Mrs J Barr                      NNEB  
Mrs J Murphy                      NVQ 3  
Mrs J Tomkins                      Nursery Assistant

Mrs G Raveney                      Reception Teacher  
Mrs L Black                      Reception TA

## Breakfast Club

Mrs H Vander Elst  
Mrs J Cable

## Creche

Mrs H Harwood  
Mrs H Vander Elst

# Opening times

## The Nursery

Morning session	8.45am	-	12.00 noon
All Day session	8.45am	-	3.15pm
Afternoon Session	12.00 noon	-	3.15pm

## Sessions

When your child first starts Nursery they will be invited to start on slightly shorter sessions, for the first two weeks, as a settling in period. If your child attends all day, then they will attend 0930-1430. Morning sessions will be shortened to 0930-1130 and afternoons 1230-1430. These shorter sessions enable your child the chance to settle into their new environment and get to know the new children and adults around them. Your child's Key Person will liaise with you and let you know when they are happy for them to attend for the full session.

If your child is finding it hard to settle, we will do our best to advise on the best course of action, it maybe that the settling period will need to be adapted, perhaps to a short time every day just to break the cycle of being upset on leaving their parent. We all want your child's first experience of Nursery to be the most positive it can be.

If at any time your child appears distressed or unhappy, then please discuss it with your child's Key Person so that we can assess what the problem might be and advise accordingly. No question is too small or insignificant. Please feel free to come and talk with us at any time.

We do hope your child will have a happy experience at Bishop Challoner and that it is a wonderful start to their school life from nursery to sixth form.

## Outdoor Learning

The nursery is proud to be equipped with an amazing outdoor learning area. The provision was updated and dramatically improved in the summer of 2015 and January of 2016. The outdoor area boasts an amazing “ship” climbing frame, permanent sand pit, sand and water table, weighing scales and play house.

Safety is of the utmost importance and the outdoor area is covered extensively in a cushioned safety flooring and in synthetic grass which remains clean and mess free in all weathers.

The outdoor area provides an outstanding and aesthetically pleasing area for the children to access, learning and playing all year round and in all weathers.



## Policies list

In line with the Guidance and Regulations from the DCSF our Safeguarding/Child Protection Policy is published on our school website and we have included other key policies which ensure the safety and well-being of your son or daughter.

All new parents to the school receive an Information pack where several of our relevant policies appear in hard copy.

Here is a list of all the policies available from the school office for parents of pupils and parents of prospective pupils. These policies are updated regularly to ensure compliance with the independent School Standards Regulations. The **Safeguarding Policy, Anti-bullying Policy, E. Safety Policy, Health and Safety and Complaints Procedure** are available for download from our website.

### **Policies available;**

Able, Gifted and Talented  
Acceptable Use of ICT for Pupils  
Administering medicines EYFS  
Admissions  
Assembly  
Assessment and Reporting  
Attendance and Punctuality  
Behaviour Management including EYFS  
Bursaries  
Camera and recording device use  
Careers Education and Guidance  
Code of Conduct for Pupils  
Controlled Assessment policy  
Curriculum including EYFS  
Cyberbullying  
Data Protection  
Disability  
Drugs  
Eating Disorders  
Educational visits  
Emergency procedures- Fire Evacuation  
Equal Opportunities  
Exclusions  
Extreme Weather  
Fire Risk  
First Aid  
Homework  
Learning and Teaching  
Literacy  
Marking  
Minibus

Missing pupils/Suspect a child is running away from home  
Parent Code of Conduct  
Prevent  
PSHEE  
Scholarships  
School Council  
Sex Education  
Special Educational Needs and EAL  
Self-Harm  
Spiritual, moral, social and cultural development and British Values  
Supervision  
Teaching and Learning



## Bishop Challoner School Data Protection Policy

- Relevant Acts: Data Protection Act 1998
- Protection of Freedoms Act 2012
- Education Act 2011

This policy should be read in conjunction with:  
CCTV Policy

Bishop Challoner School collects and uses personal information about staff, pupils, parents and other individuals who come into contact with the school. This information is gathered in order to enable it to provide education and other associated functions. In addition, there may be a legal requirement to collect and use information to ensure that the school complies with its statutory obligations.

### **Purpose**

This policy is intended to ensure that personal information is dealt with correctly and securely and in accordance with the Data Protection Act 1998, and other related legislation. It will apply to information regardless of the way it is collected, used, recorded, stored and destroyed, and irrespective of whether it is held in paper files or electronically.

All staff involved with the collection, processing and disclosure of personal data will be aware of their duties and responsibilities by adhering to these guidelines.

### **What is Personal Information?**

Personal information or data is defined as data which relates to a living individual who can be identified from that data, or other information held. Personal data includes information necessary for employment and may include:

- Pupil names, contact details, next-of-kin, birth dates, attendance records;
- Reports or grades, appraisals etc;
- Sensitive personal data such as medical conditions, ethnic groups, or criminal records and proceedings and in relation to parents and/or guardians, financial information; and
- Images of staff and pupils engaging in school activities.

Personal data will usually be collected directly from you, but some may be passed to the school by third parties (e.g. other schools).

### **Data Protection Principles**

The Data Protection Act 1998 establishes eight enforceable principles that must be adhered to at all times:

1. Personal data shall be processed fairly and lawfully;

2. Personal data shall be obtained only for one or more specified and lawful purposes;
3. Personal data shall be adequate, relevant and not excessive;
4. Personal data shall be accurate and where necessary, kept up to date;
5. Personal data processed for any purpose shall not be kept for longer than is necessary for that purpose or those purposes;
6. Personal data shall be processed in accordance with the rights of data subjects under the Data Protection Act 1998;
7. Personal data shall be kept secure i.e. protected by an appropriate degree of security;
8. Personal data shall not be transferred to a country or territory outside the European Economic Area, unless that country or territory ensures an adequate level of data protection.

### **General Statement**

The school is committed to maintaining the above principles at all times. Therefore the school will:

- Inform individuals why the information is being collected when it is collected
- Inform individuals when their information is shared, and why and with whom it was shared
- Check the quality and the accuracy of the information it holds
- Ensure that information is not retained for longer than is necessary
- Ensure that when obsolete information is destroyed that it is done so appropriately and securely
- Ensure that clear and robust safeguards are in place to protect personal information from loss, theft and unauthorised disclosure, irrespective of the format in which it is recorded
- Share information with others only when it is legally appropriate to do so
- Set out procedures to ensure compliance with the duty to respond to requests for access to personal information, known as Subject Access Requests (see Appendix 1).
- Wherever possible ensure our staff are aware of and understand our policies and procedures

### **Purpose of processing data**

Personal data (including sensitive personal data, where appropriate) may be processed by the school in order to:

- Support teaching and learning;
- Monitor and report on students' progress;
- Analyse and publish examination results and university destinations of leavers;
- Provide appropriate pastoral care including medical and other sensitive services;
- Assess overall performance of the school;
- Communicate;
- Collect information for central or national statutory authorities or exam boards;
- Promote the school and its activities (e.g. events, performances, open days, reunions);

- Assess and admit students;
  - Recruit and look after students and staff;
  - Monitor email communications or internet access to ensure compliance with school rules and the school's Codes of Conduct; and
  - For other reasonable purposes relating to its operation as a school and employer.
- CCTV is used for:
    - The prevention, investigation and detection of crime.
    - The apprehension and prosecution of offenders (including use of images as evidence in criminal proceedings).
    - Safeguarding public, pupil and staff safety.
    - Monitoring the security of the site.

### **Exceptions**

Certain data is exempted from the provisions of the Data Protection Act which includes the following:

- The prevention or detection of crime;
- The assessment of any tax or duty; and
- Where the processing is necessary to exercise a right or obligation conferred or imposed by law upon the School.

The above are examples only of some of the exemptions under the Act

### **Third Parties**

The school will not share data with other organisations or individuals for commercial purposes, unless specific consent is given. We may be required to share some data, including sensitive personal data, with third parties including local authorities, other public authorities, independent school bodies such as the Independent Schools Inspectorate (ISI), health professionals, professional advisors, examination boards or contractors.

The school may also (unless you request otherwise) share personal data about current pupils with the Parents' Association

### **Review**

The school reserves the right to change this policy at any time.

This policy will be reviewed as it is deemed appropriate, but no less frequently than every 2 years. The policy review will be undertaken by the Governing Body and Headteacher.

### **Contacts**

If you have any enquires in relation to this policy, please contact the Headteacher who will also act as the contact point for any subject access requests.

### **Appendix 1**

#### ***Bishop Challoner School***

Procedures for responding to subject access requests made under the Data Protection Act 1998.

#### **Rights of access to information**

Under the Data Protection Act 1998 any individual has the right to make a request to access the personal information held about them by the school.

#### **Actioning a subject access request**

1. Requests for information must be made in writing; which includes email, and be addressed to the Headteacher. If the initial request does not clearly identify the information required, then further enquiries will be made.

2. The identity of the requestor must be established before the disclosure of any information, and checks should also be carried out regarding proof of relationship to the child. Evidence of identity can be established by requesting production of:

- passport
- driving licence
- utility bills with the current address
- Birth / Marriage certificate
- P45/P60
- Credit Card or Mortgage statement

*This list is not exhaustive.*

3. Any individual has the right of access to information held about them. However with children, this is dependent upon their capacity to understand (normally age 12 or above) and the nature of the request. The child's signed written consent will normally be required if they are 12 years or over before the school will disclose any information to the parent(s). The Headteacher may discuss the request with the child and take their views into account when making a decision. A child with competency to understand can refuse to consent to the request for their records. Where the child is not deemed to be competent an individual with parental responsibility or guardian shall make the decision on behalf of the child.

4. The school may make a charge for the provision of information, dependant

upon the following:

- Should the information requested be personal information that does not include any information contained within educational records schools can charge up to £10 to provide it.
- Should the information requested contain the educational record then the amount charged will be dependant upon the number of pages provided.
- If the information requested is only the educational record viewing will be free, but a charge not exceeding the cost of copying the information can be made by the Headteacher.

5. The response time for subject access requests, once officially received, is 40 days (**not working or school days but calendar days, irrespective of school holiday periods**). However the 40 days will not commence until after receipt of fees or clarification of information sought.

6. The Data Protection Act 1998 allows exemptions as to the provision of some information; **therefore all information will be reviewed prior to disclosure.**

7. Third party information is that which has been provided by another, such as the Police, Local Authority, Health Care professional or another school. Before disclosing third party information consent should normally be obtained. There is still a need to adhere to the 40 day statutory timescale.

8. Any information which may cause serious harm to the physical or mental health or emotional condition of the pupil or another should not be disclosed, nor should information that would reveal that the child is at risk of abuse, or information relating to court proceedings.

9. If there are concerns over the disclosure of information then additional advice should be sought.

10. Where redaction (information blacked out/removed) has taken place then a full copy of the information provided should be retained in order to establish, if a complaint is made, what was redacted and why.

11. Information disclosed should be clear, thus any codes or technical terms will need to be clarified and explained. If information contained within the disclosure is difficult to read or illegible, then it should be retyped. Relevant information from multiple sources may be collated into one document.

12. Information can be provided at the school with a member of staff on hand to help and explain matters if requested, or provided at face to face handover. The views of the applicant should be taken into account when considering the method of delivery. If postal systems have to be used then registered/recorded mail must be used.

**Complaints**

Complaints about the above procedures should be made to the Chairperson of the Governing Body who will decide whether it is appropriate for the complaint to be dealt with in accordance with the school's complaint procedure.

**Contacts**

If you have any queries or concerns regarding these policies / procedures then please contact the Headteacher.

Reviewed by: David Rolls

Review Date: August 2017

Date of Next Review: June 2018



## Bishop Challoner School

### The Early Years Foundation Stage Behaviour Management

*No corporal punishment will ever be threatened or used in any circumstance.*

At Bishop Challoner, all members of staff in the Early Years department are familiar with the principles behind the Personal, Social and Emotional areas of development in the EYFS curriculum. We all strive to lead our pupils towards the Early Learning Goals by providing positive role models and by practising minimum intervention with maximum observation. Intervention, when necessary, (e.g. when there is a danger of physical harm), can take several forms, according to the judgement of the adult. There could be a timer provided to allow the sharing of a toy; there could be an adult to listen to both children explaining their anger or frustration, or an adult leading a child to a different group of friends or alternative activity. These are examples of routine strategies.

The emphasis on rewarding the positive and on encouraging all children to see things from the other's point of view are both considered very important in our daily educative process.

In order to be consistent in our approach (in the event of adverse behaviour), the Nursery Staff use three main expressions:-

- Dangerous
- Not kind
- Sensible Not good behaviour. Not good listening.

As the year progresses, the children will be encouraged to resolve minor conflicts by using a set pattern of phrases, enabling them to express how they are feeling. These are:-

- When you.....
- It made me feel.....
- I need you to..... Children are encouraged to "use their voice" to ask for support or to resolve conflicts.

This empowers the children to deal with their own conflicts. If this proves ineffective, the staff will of course step in to de-fuse the situation. When a pupil enters the Reception Class, he/she is introduced to the idea of 'school rules', to become a full member of the 'Challoner family'. Rules are hung up around the classroom, and we also have "Golden Rules" assemblies. 'Golden Rules' are the basis of the EYFS School's Behaviour Policy, and are applicable to the Reception Class.

'The Golden Rules' and Codes of Conduct:

In EYFS and Years 1 and 2, children follow the 'Golden Rules':

- 1 Always treat others as you would like to be treated.
- 2 Always be polite and well mannered.
- 3 Always listen to adults at school and do as you are asked.
- 4 Look after your own and other people's belongings.
- 5 Keep yourself and your surroundings tidy.

Any concerns about children, medical, social, academic or friendship issues mentioned by parents or child

minders, are shared by the Head of Nursery and the EYFS Co-ordinator at the weekly staff briefing and with all members of staff who come into contact with children from the EYFS and for general information.

Where behaviour continues to be undesirable, parents and staff will work together to encourage continuity between home and Nursery. This may or may not require further referral to other agencies for support and guidance. The use of ABC charts and other observational tools will be implemented to try to establish patterns or behaviour, so as inform support strategies. It may be necessary to produce a behaviour plan, with the support of home. Where children's behaviour is physically challenging and they are at risk of hurting themselves, or another, they may need to be gently removed from the situation, as a last resort. If these measures are necessary, then parents will be notified by means of a positive handling report and this will be given to the parent as soon as is possible, ideally the same day.

Children who continue to exhibit unwanted behaviour, particularly that which is physically negative, may be asked to reduce sessions or have their continued attendance reassessed. Continued good behaviour is a prerequisite for consideration for entry into Reception class at Bishop Challoner, children who do not exhibit this may not be offered a place or have their offer of a place withdrawn by the school.

Excellent behaviour from children in reception is also rewarded by a star on the child's individual star chart, once a child has gained ten stars on their star chart they receive a small treat and a certificate which is sent home. If members of staff feel that there is a child that has particularly tried hard in all the aspects of learning, their name will be written up in the Junior Star book and their efforts will be acknowledged by the whole Junior Department in our weekly assemblies and published in our weekly Challoner update.

Reviewed by: P.Anderson E. Ludlam, G. Ewings

Review Date: May 2015

Next Review Date: May 2016

Reviewed by: S. Marsh E. Ludlam, G. Raveney

Reviewed July 2016

Next Review Date: July 2018



## Bishop Challoner School

### EXTREME WEATHER POLICY

*As a school providing EYFS education for pupils, these procedures should also be considered in this context.*

Extreme weather covers conditions such as snow, ice, fog, floods which render journeys by road, by both public and private transport extremely hazardous. 'Extremely hazardous' is defined as those conditions in which the police and/or appropriate motoring organisations advise people not to make unnecessary journeys or indeed travel at all.

Closing the school due to extreme weather is a difficult decision under the best of circumstances. In the event of extreme weather, **the school will remain open** unless to do so would endanger the safety of the pupils, parents or staff. Premises staff will ensure paths, steps and roads are cleared or gritted in accordance with the H & S procedures. Staff who are able to come into school safely should endeavour to do so as there will inevitably be a handful of pupils who live locally and who are able to attend. The normal timetable may need to be suspended depending on the age and number of pupils present but they will be supervised safely until such time as they are collected or are given permission by their parents or the school to leave.

The challenge faced by the School is that weather and conditions often change throughout the day. The School will make every effort to notify pupils, parents and staff as early as possible if the school is to close.

If the School declares a delayed start due to extreme weather conditions, staff and pupils should aim to arrive in time to begin the day at the delayed time. Pupils will be registered by the subject teacher.

Work should be posted on the school website for examination classes in the event of extreme weather to allow them to work from home.

The Chair of Trustees must be informed of school closure.

In the interests of their own safety, pupils will not be allowed to leave the premises unless express permission is received from parents via the school office. Under no circumstances will pupils be allowed to leave the site at their own discretion. If it is not possible for the school to remain open, the Head (or in her absence the Deputy Head) will make a considered decision to close.

When the school declares an early dismissal due to inclement weather, a member of the office staff will contact all parents by ParentMail (text or email), and telephones will be manned so that those

parents not on the system can be contacted to collect their children. Parents will also be informed via an announcement posted on the school website.

Pupils and staff should access the school website [www.bishopchallonerschool.com](http://www.bishopchallonerschool.com) and the school telephone 020 8460 3546 (a recorded message will be left on Option7) as any closure details or delay start arrangements will be given from 6.30am.

If the school is open, staff are expected to report to work, however, each person must observe weather conditions in his or her area and determine whether it is unduly hazardous to attempt to drive to work when weather conditions are severe. We do not expect anyone to take unreasonable risk while attempting to get to work.

Issues of pupil safety are paramount and this essentially lies in the parents' decision making. A parent always reserves the right to keep their child at home if they feel the conditions are not suitable for travel and this would be treated as an excused absence, as long as they inform the school office by telephone. However excessive absences will be handled in line with the school attendance policy.

Reviewed by: Paula Anderson

Review Date: September 2015

Reviewed: July 2016

Reviewed: July 2017

Next Review July 2018



## Bishop Challoner School

### EARLY YEARS FOUNDATION STAGE CURRICULUM POLICY

*This policy should be read in conjunction with the Whole School Curriculum Policy*

The Early Years Department at Bishop Challoner School follows the amended EYFS April 2017, both the Statutory Framework and the Early Year Outcomes. The Curriculum is based around the four over-arching principles, as follows:

1. The Unique child
2. Enabling Environments
3. Positive Relationships
4. Learning and Development

The delivery of the EYFS is centred on the cyclical approach of observation, assessment and planning. The needs and development of the individual child are at the core of our observations, alongside observations from home; in partnership with parents. The EYFS is presented using the clear Characteristics of Effective Learning i.e. playing and exploring, active learning and creating and thinking critically. Teaching and learning are enriched by an extensive range of after school activities.

Each child is appointed a Key Person when they start their journey with us. Their Key Person is responsible for the observation and planning for that child. Observations will also be gathered by other staff, along with parents, to promote the progression of the child's development through carefully planned next steps. Each child's development and achievement will be tracked termly to ensure they are developing well and within typical parameters. Children who are noted to be outside of their suggested developmental age group, will be highlighted and support or challenge, whichever is appropriate, will be put in place with discussion with parents. The Head of Nursery, SENCO and Early Years Co-ordinator works closely with the Key Person to provide support and guidance in all child-centred matters. We will ensure, where possible, all activities are accessible and available to all.

The use of Tapestry software in both the nursery and Reception allows staff to spend more time with the child and allows parents to log into their child's profile whenever they choose, maximising the sharing of information.

Our focus within the setting is to support the well-being of the child and support the development of well-rounded, happy children who have high levels of self-esteem. Positive reinforcement from

the adults around them encourages children to be confident individuals; capable of asking questions or experimenting for themselves. Children are supported to be independent with their personal skills in readiness for school. Adults in the setting encourage the children, through carefully planned activities, to become active, enquiring learners with a thirst and desire to learn.

The seven areas of Learning and Development should show continuity and progression from Nursery to Reception. The seven areas are explained in detail in the EYFS Curriculum Guidance Document which is available on request and on the School website.

The EYFS curriculum is divided into seven areas of learning: three Prime areas and four Specific areas. These are:

#### PRIME AREAS

- \* Personal, Social and Emotional development
- \* Physical development
- \* Communication and Language

#### SPECIFIC AREAS

- \* Literacy
- \* Mathematics
- \* Understanding the World
- \* Expressive Arts and Design.

#### **Personal, Social and Emotional Development**

We encourage children to be independent and develop personal skills. We provide children with the skills to interact with others, sharing and taking turns. Children are encouraged to be explorers and active in their learning, linking up with adults for support when necessary. We promote positive behaviour models and aim to work in close partnership with parents and carers should any problems arise. At Bishop Challoner School we also understand and recognise the importance of a supporting and nurturing a child's spiritual, emotional and moral development. In the EYFS this is encouraged through the participation of daily prayer, EYFS assemblies, visits to our chapel and visits from clergy from our local parish. Children also attend masses with the rest of the school to celebrate important dates throughout the year. In reception, children have two Religious Education lessons which focus on a different theme each half term.

## **Physical Development**

We seek to improve all pupils' skills in co-ordination, control, manipulation and movement throughout all the areas of learning. Physical development of both gross and fine motor skills are monitored and supported. In addition, an emphasis on healthy lifestyles – personal hygiene, food choices and keeping active, is encouraged by all staff. In Reception, children are taken for Physical Education lessons twice a week by a senior specialist.

## **Communication and Language**

We aim to develop skills of communication (speaking and listening) through a range of different activities. Children will be given opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves. Children are encouraged and supported to develop good sitting and listening skills, to enable them to learn. Communication skills are viewed as being of the utmost importance and children are supported and challenged as necessary. Those children with communication delays or difficulties are highlighted early on and strategies implemented to rectify any difficulties.

## **Literacy**

We aim to deliver sound and letter knowledge and reading/writing, through a wide range of planned and independent activities. When children have gained the knowledge and skills to use sounds and letters, words and books will be sent home for practice. Pre-reading skills and books will be reinforced in both classes. A wide variety of books are read to the children, and are available for them to use themselves. We are also able to visit the Junior school Library for story time and children are encouraged to choose and explore both fiction and non-fiction books. In the Nursery Classes, phonics are introduced using Jolly Phonics . Children are encouraged to identify letters and sounds and have a good basis of phonological awareness prior to reception. While the Reception Class uses both Letters and Sounds and Jolly Phonics schemes to support and develop children's phonetic knowledge.

## **Mathematics**

We aim to offer a wide range of opportunities to help children understand and use numbers efficiently, and to develop mental number skills. We encourage parents and carers to count everyday objects with their child, play number games and talk about numbers and shapes they see around

them in their world. Children are encouraged to experiment with numbers and mathematical concepts such as weight and measure and language associated with time and money. Children are also introduced to the concept of addition and subtraction and these skills are continued to be developed throughout reception.

### **Understanding the World**

All children are encouraged to think, reason, experiment and investigate. There are many opportunities to explore with a “hands on” approach. Construction kits and other materials are used to develop ideas and create models. In addition, children are taught skills, and develop methods of joining, cutting, designing, planning and making their ideas. The older children in the nursery (in their last year before Reception) are allowed to join in with one morning a week of Forest School initiative; learning important skills and learning to assess and manage their own risks. Basic computer skills are taught to allow children to enjoy and complete programs designed to enhance their learning. The children are exposed to a variety of ICT materials and are encouraged to use them as part of continual provision. The children have regular access to the IWB, digital cameras, camcorders, iPad and the Bee-bot to support their learning and development. The use of ICT in role play areas is also actively encouraged to scaffold their knowledge and understanding of the world around them. We encourage exploration of the immediate environment to gain knowledge and understanding of the world around us. The children experience and celebrate activities linked to a variety of faiths and cultures. Reception children also have the opportunity to visit the Junior School Computing Suite once a week for their computing lessons with a specialist teacher. Each child has access to their own computer and are able to use these simple programs to complete certain tasks set.

### **Expressive Art and Design**

We aim to present a curriculum rich in provision for expression, curiosity, questioning and imaginative play. We hope that children will feel secure enough to be adventurous and “have a go”. We aim to provide sufficient time for children to develop and finish working through their ideas across all curriculum areas. We hope to cultivate self-expression through art, music, role play and movement.

Reviewed by: EYFS Co-ordinator and Head of Nursery

Review Date: 1<sup>st</sup> January 2016

Date Reviewed: April 2017

Next Review Date: Sept 2017



## Bishop Challoner School EYFS Assessment and Reporting Policy

### Aims

- To ensure that every child in the EYFS is appropriately assessed using the EYFS framework, in order to identify starting points, recognise progress, inform planning and identify next steps in learning.
- To ensure that reporting to parents, both informal and formal, supports each child's learning and progress
- All children in the nursery are assessed using the Early Years Foundation Stage curriculum.
- Parents are asked to complete an "all about me" form when the child starts to highlight areas of interest and achievement to act as a starting point.
- Children who have attended a previous setting should be able to produce a copy of the previous settings report so that practitioners can use this to judge starting points and for continuity.
- Children who are rising 3 are assessed using the 3 PRIME areas:  
Personal, Social, Emotional Development  
Communication and Language  
Physical Development
- Between the age of 2 and 3 years old, children will have a 2-3 year development check completed and shared with parents. This will help to highlight a child's development within the 3 PRIME areas. Parents of children (as of September 2017) may have access to reports as part of the integrated review if they have attended a setting around the age of 27 months. This should be requested and viewed if available.
- Children who have had their third birthday will be assessed in both the 3 PRIME and 4 SPECIFIC areas:  
Literacy  
Maths  
Understanding the World  
Expressive Arts and Design.
- All children in the nursery are assessed as individuals and great focus is placed on their developmental, rather than chronological age.
- All of the nursery children are supported in their development using a cycle of observation, assessment and planning, using well documented observations to inform planning.
- "Tapestry" is used to record observations and make assessments which is made available to each parent.
- Each child receives a termly report and is "Tracked" termly – identifying areas of improvement, stagnation or indeed concern.
- Children's development is monitored as an individual and as a group to ensure quality assurance.

- Each child is also assessed against observations using ECAT (assessing communication and language) and these are monitored termly to demonstrate age appropriate progression with an ECAT record. A profile is completed for every child in the EYFS.

#### TRANSITION TO RECEPTION CLASS

- Each child who moves onto Reception has a transition document forwarded to their school of choice in the July prior to transition. This enables the school to have an overview of achievement and or support across the seven areas.

#### RECEPTION CLASS

- At the beginning of the Reception year, every child completes a baseline assessment . The data produced from these assessments is used to help plan for each child's individual needs. This assessment is repeated at the end of the Reception Year, to clearly identify progress made and to inform and support transition into Year 1
- The Early Years profile, started in Nursery, is continued for every child in the Reception Class.
- Monitoring of each child will take place through daily observations, discussions, photographs and record keeping using the software program, Tapestry.
- In the final term of the EYFS the information and assessments carried out over the academic year is reviewed and a judgment is made for each child for each ELG. This will be that the child's learning and development is either, emerging (the child is not yet at the level of development expected at the end of the EYFS), expected (the child is at the level of development that is expected at the end of the EYFS), or exceeding (the child is beyond the level of development expected at the end of the EYFS).
- At the end of the year the E.Y.F.S. profile results are then sent to the L.A. (Bromley) when requested.
- The profile data is discussed with the Year 1 teacher to ensure a smooth transition from the EYFS to Key Stage 1.
- Every child in Reception receives a mid year written report in January and a full report in June.

Reviewers: Sarah Marsh, Emma Ludlam, Gemma Raveney

Amended October 2016 due to changes with software

Date: November 2016

Date Reviewed: April 2017

Next Review: April 2018



## Bishop Challoner School

### EAL policy for EYFS

#### School Context

The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home (or a language they are regularly exposed to) is a language other than English.

#### Principles of Learning Support

EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Children within the EYFS are highlighted as being EAL when they enter the Nursery setting. This information is provided through the application process and through the Nursery's "All about me" starting point questionnaire.

Families are encouraged to both identify their culture and home language/languages, so that the Nursery team can support cultural diversity by celebrating festivals, being sensitive to family cultures and associated dietary requirements.

Children who have EAL (or who spend time around those who speak other languages i.e. Au pairs) are entered into the EAL register and their information is shared with the EAL Co-ordinator within the Nursery – Mrs Jackie Barr.

Where a child is developing communication and language skills, it is recommended they continue to speak their home language both at home and in the setting. Any communication and language in the early years should be endorsed and celebrated. Children are also encouraged to communicate their needs through the use of gestures i.e. by pointing. Families are encouraged to share key words that the child uses at home, so that Nursery staff are able to help them make their basic needs understood. Books and "talking pens" are available in the child's home language to endorse their home language, in addition to other schemes such as "Language of the month." Children are actively encouraged to use their own language in both play and learning and other children are educated to respect this – for example, children may greet other children in the morning in their home language or a child may prefer to count in their home language whilst still developing their English knowledge.

The child's Key Person works closely alongside the EAL co-ordinator and Head of Nursery to ensure the child is working towards their Early Years Outcomes and making progress, as appropriate for the individual. Children who are not developing appropriately in the home language or in English should be monitored carefully and referrals made if deemed appropriate to Speech and Language for

further assessment. The child's Key Person, Head of nursery and EAL Co-ordinator may provide strategies for support for parents for promoting English at home, in addition to their home language. Children are encouraged, as part of "school readiness" to have a grasp of English and be developing their skills in the English language ready for school transition.

E. Ludlam

Review Date: August 2016

Reviewed by EL in April 2017

Next Review date April 2018



## Bishop Challoner School

### EQUAL OPPORTUNITIES POLICY

**The policy outlined below applies to all pupils and parents at Bishop Challoner School, including Early Years Foundation Stage.**

#### **Aim**

Bishop Challoner School is committed to ensuring equality of opportunity for all pupils, staff and parents. All members of the school and visitors are expected to show mutual tolerance, respect and understanding. They should ensure that all children feel secure, included and valued.

#### **Objectives**

- All pupils have an equal right of access to all areas of the school curriculum regardless of race, religion, gender, ability, culture, sexual orientation, disability and social background.
- All staff will endeavour to promote equality of opportunity, to eliminate stereotyping and to counter prejudice. They will aim to foster an awareness of, and sensitivity to, differences in social custom, behaviour and religious beliefs. This will include celebrating diversity and helping pupils to develop a capacity for understanding and accepting the unfamiliar.
- The Senior Leadership Team will monitor equality of opportunity within the school. The Trustees have a duty to ensure the code of practice is implemented.

#### **Admissions**

Bishop Challoner School has a written admissions policy and a copy is available from the school. Admission is usually dependent on achieving an acceptable standard in an assessment or examination appropriate to the age group and academic pace of the school, as well as the availability of places. Due consideration will be given to educational experience in assessing pupils' achievement of an 'acceptable standard', and to maximising access for pupils to whom the school can add value. All examinations and tests are free of bias, and broadly reflect expectations of pupils at the relevant stage in their development, regardless of background. Arrangements for tests are also made with the intention of ensuring that no candidate is unfairly disadvantaged, and, where practicable, reasonable adjustments will be made to cater for individual needs.

#### **Access**

In addition to admission, pupils will not be discriminated against in relation to access to the school's benefits, facilities or services.

There are special considerations in relation to pupils with a disability and access for pupils with disabilities is dealt with below (Disability and access for people with disabilities).

#### **Transfers**

Arrangements for transfer between key stages (e.g. from Junior to Senior Department and entry to the Sixth Form) are subject to the terms of the contract with parents and written criteria published by the school.

Continuity of education is anticipated normally throughout each age range (i.e. the Junior and Senior Departments) and at the key stages of transfer unless in the professional judgement of the Head after due deliberation the pupil will not benefit from continuing to be educated at the school or has not attained a sufficiently high standard of work or behaviour for continuation or for entry to the next stage. Factors such as poor behaviour or lack of motivation on the part of the pupil or an irreparable breakdown of the necessary relationship of trust and confidence between the family and the school may be taken into account. As a term of the parent contract, parents and pupils agree to be bound by the school rules and to support the school in maintaining its ethos and good standards of behaviour.

Clear procedures are in place to keep parents informed of pupil progress in any of the above areas at the earliest opportunity, and of any targets to be met should transfer be in doubt.

### **Special Educational Needs**

Bishop Challoner has a written SEND policy setting out our approach to identification/support. Initial and on-going pupil assessment is intended to enable pupil difficulties/special gifts to be identified / supported. Bishop Challoner School has a learning support team of staff to co-ordinate arrangements for pupils with SEND.

Bishop Challoner School's Learning Support Team includes Senior School SENCO and Learning Support Co-ordinator, Junior School SENCO and Head of Nursery.

### **Religious observance**

Bishop Challoner School provides assemblies which bring together the whole community to reflect on moral, spiritual and ethical issues, and promote a sense of the existence of God or of a reality which transcends the purely material. This is generally achieved within a broadly Christian framework but takes account of the specific needs of the school community.

Religious Studies should be accessible to all pupils.

### **Disability and access for people with disabilities**

In this policy "disability" has the meaning set out in the Equality Act 2010, that is, a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

The school will make reasonable adjustments to address the individual needs of all pupils and prospective pupils with disabilities.

Bishop Challoner School has its own accessibility plan, which sets out a structured programme to increase access over time to its facilities, curriculum, and provision of information.

## **Scholarships, bursaries and prizes**

Arrangements for the award of scholarships, bursaries and prizes are made with the intention of facilitating increased access for candidates.

## **Code of Practice**

The Trustees expect that staff demonstrate their support for the school's Equal Opportunities Policy. All staff should:

- Encourage mutual respect and esteem
- Encourage all pupils to take a full part in all school activities
- Encourage contributions which reflect the diversity of language and culture of everyone in the school
- Review teaching methods, schemes of work, displays and resources to ensure differentiation and to reflect the wide range of experiences, cultures and abilities.
- Be aware, in what they say and what they write, of the possible offence that can be caused by thoughtless comments. Even seemingly mild or jocular comments can cause offence.
- Make pupils aware of the consequences of using emotive and provocative language and immediately reprimand any pupil who uses such language.
- Avoid the exclusive use of male pronouns in correspondence, texts and discussions.

In the event of a breach of the Code of Practice, staff should:

- Always try to deal with the matter immediately
- Explain to all parties concerned the possible consequences of their action/words
- Complete an Incident form, send copies to Head of Section, Deputy Head and Headteacher.
- Refer more serious incidents, such as a serious argument or violence directly to the Deputy Head. Record the incident on an Incident Form
- Report to the Headteacher any external examples of discrimination whether sexist or racist, such as examination papers that appear to be biased.

## **Equal Opportunities Statement**

In order to avoid any risk of offence being caused, staff should

- Confiscate any literature which causes offence (eg from the National Front or the BNP, or obscene literature) and explain its offensiveness.
- Confiscate badges or emblems which are not an accepted part of school uniform
- Immediately report any graffiti on furniture, walls etc. to the Bursar who will arrange for its removal.
- Instruct pupils to cover exercise books, which have been defaced.

Heads of Nursery, Junior and Sections will

- Keep a record of all breaches of the policy which are reported to them with a view to monitoring individual and group behaviour, to keep the Headteacher informed.
- Ensure that the pastoral curriculum reflects the needs of the school population with regard to equal opportunities
- Ensure that the PSHEE programme includes activities that will foster equal opportunities.

Headteacher will

- Monitor equality of opportunity within the school
- Take appropriate action in the case of serious breaches of the Policy
- Make a formal complaint to any visiting speaker, or their employer, concerning any breach of the school's policy
- Make a formal complaint to any external agencies where there is cause for concern.

### **Operating the Policy Specific to EYFS**

- When the child starts at the Nursery the Key person will talk to the child and parents about the child's ethnic, religious and cultural heritage and experiences at home. The Key person will use this information when planning and carrying out activities within the Nursery to ensure that familiar experiences are used as starting points for learning.
- When planning, setting up rooms, outdoor areas we will look at each individual child's needs for learning. The Key person will aim to create an environment that encourages a positive attitude for learning.
- This will include keeping the Nursery environment free from any discriminatory practice.
- Valuing the local community and environment as a source of learning opportunities.
- Using displays, resources and equipment that reflect the community in which the children live as well as the wider world.
- The curriculum will include activities to encourage children to respect their own cultural background and beliefs, and those of other people. These will include activities relating to a wider range of religions, ethnic and cultural festivals, telling stories, listening to music and looking at pictures and DVDs of cultures and religions. Role-play activities that reflect a variety of cultures.

- We aim to acknowledge all festivals, which are celebrated in our area and/or by the families in the Nursery.
- The Key person will ensure that all children are given support to participate in activities, experiences, visits and discussions, and to ensure that all children listen carefully and with respect.
- The staff will carefully consider the need for equality of opportunity when planning activities and experiences. When necessary they will modify activities or provide additional equipment or materials to ensure children are not excluded.

Review Date: August 2016

Reviewed by: P. Anderson

Reviewed July 2016 and July 2017

Reviewed by: P. Anderson

Date of Next Review: July 2018





## SCHOOL READINESS

In the last year before children make their transition to Reception class, much of our focus is ensuring children are ready for school. Readiness for school is a holistic approach and does not only include academic readiness, but looks closely at the child's independence and social skills.

There are some useful documents that you may wish to look at which may support your understanding of how children develop and what to expect at typical develop stages. There is also some very helpful information on how you, as parents, can support school readiness.

[http://www.foundationyears.org.uk/files/2015/09/4Children\\_ParentsGuide\\_Sept\\_2015v4WEB1.pdf](http://www.foundationyears.org.uk/files/2015/09/4Children_ParentsGuide_Sept_2015v4WEB1.pdf)

<https://www.pacey.org.uk/Pacey/media/Website-files/PACEY%20general/Steps-to-starting-school.pdf>

[https://www.pacey.org.uk/Pacey/media/Website-files/school%20ready/PACEY\\_preparingforschool\\_guide.pdf](https://www.pacey.org.uk/Pacey/media/Website-files/school%20ready/PACEY_preparingforschool_guide.pdf)

## Term dates

### AUTUMN TERM 2016

Thurs	1st Sept	Staff Study Day
Fri	2nd Sept	Reception Year 7 & Year 12 return
Mon	5th Sept	All pupils return at 08.45am
Mon	17th Oct}	Half Term
Friday	28th Oct}	
Fri	16th Dec	Autumn Term Ends at 12 noon

### SPRING TERM 2017

Wed	4th Jan	Staff Study Day
Thurs	5th Jan	All pupils return at 08.45am
Mon	13th Feb}	Half Term
Fri	17th Feb}	
Thurs	23rd Feb	Staff Study Evening
Fri	31st March	Spring Term Ends at normal time

### SUMMER TERM 2017

Wed	19th April	Staff Study Day
Thurs	20th April	All pupils return at 08.45am
Mon	1st May	May Day Bank Holiday
Mon	29th May}	Half Term
Fri	2nd June}	
Thurs	6th July	Summer Term Ends at 12 noon

## Uniform

### Bishop Challoner School - Nursery

#### Boys Uniform Price List

Blazer	From £57.50
White Polo Shirt	From £4.49
Grey Pull-up Shorts	From £8.99
Grey Classic Shorts	From £11.99
Elasticated Grey Trousers	From £10.99
Grey Short Socks with Maroon/Gold Band	From £4.50
Grey Long Socks with Maroon/Gold Band	From £5.00
Maroon Sweatshirt with Logo	From £11.00
Navy Sweatpants	From £10.00
Navy Shoe Bag	From £3.95
Navy Duffle Coat	From £80.00
Navy Rain Jacket	From £22.00
Navy KCagoule	From £11.00

### Bishop Challoner School - Nursery

#### Girls Uniform Price List

Blazer	From £57.50
Grey Pinafore - Regulation style only.	From £24.00
White Polo Shirt	From £4.49
Grey School Socks	From £4.50
Summer Dress	From £30.00
Boater Hat (Optional)	£19.50
Hat Ribbon	£9.50
Felt Hat (Optional)	£22.00
Grey Cardigan	From £15.50
White Socks	From £4.50
Navy Shoe Bag	From £3.95
Navy Duffle Coat	From £80.00
Navy Rain Jacket	From £22.00
Navy Cagoule	From £11.00
Name Tapes 6 Dozen	From £6.50

The children must have wellington boots and a long navy CAGOULE for wet outside play. If the weather is extremely cold, both boys and girls can wear navy track suit bottoms.

Also a navy "Legionnaire" style cap for the Summer months, available from OZ Schoolwear.

**\*\* ALL ITEMS OF CLOTHING MUST BE BOLDLY MARKED WITH YOUR CHILD'S NAME \*\***The School PTA also has a supply of second-hand uniform which is available on request from the School Reception.



Please sign the following to confirm you have read and understood the contents of this booklet.

Name:.....

Child's name:.....

Signature:.....

Date:.....