



## **EARLY YEARS HANDBOOK**

### **EARLY YEARS**

Your children's happiness and care are of the greatest importance to us and at The British School of Tenerife we endeavour to create a secure and nurturing environment for the children to develop socially and academically.

We offer children a unique learning experience combining a broad experience of teaching following the English Early Years Foundations Stage (EYFS) developing core British Values whilst at the same time embracing the international culture of the communities that join us and of course the rich Spanish culture that surrounds us.

We provide a safe, caring and supportive environment where children and learning are valued. Our curriculum offers our pupils rich and exciting learning opportunities. We recognise that every child is unique, and their individuality is valued, respected and celebrated in our school community.

The main aim of the school is to help our children to fulfil their potential in all areas of learning and development and to grow into happy, effective, caring adults irrespective of background, ability or gender.

Our school is committed to working in partnership with parents to ensure every child can succeed whatever their ability, interest or talent. It is our belief that fostering a positive relationship between parents, children and the school is an essential element in any child's education.

Our Early Years department caters for children from the age of 20 months to 5 years old.

There are 5 classrooms:

**One Playgroup class**

**Two Nursery classes**

**Two Reception classes**

### **STAFF**

#### **Academic Director**

Samantha Horsley-Lloyd

#### **Financial Director**

Elizabeth Echandi Eastman

#### **Head of Early Years**

Jenni Garnett

#### **Head of Primary**

Samantha Horsley-Lloyd

#### **Playgroup**

Stephanie Blay

Laura Olmos

#### **Nursery Dragonflies**

Isabel Adeler

Victoria Farrington

#### **Nursery Ladybirds**

Katherine Tarpey

Kimberly Quero

#### **Reception Crickets**

Ann-Marie Watterston

Claudia Ojea

#### **Reception Grasshoppers**

Sharon Cowper

Bea Reid

**Floating member of staff-Joani Lopez**

**School Admission Officer: Mónica Socas, Secretary at La Luz site: Merce Sáez**

## OUR DAILY ROUTINES

### **YOUR CHILD'S DAY IN PLAYGROUP**

8:30am	Gates open
9:00am	Busy Time and group time
9:45am	Snack time
10:15am	Outside play
10:50am	Busy time
11:45am	Lunch time
12:50pm	Sleep time
14:00pm	Busy time
14.30pm	Group time
14:45-15:00pm	Parents arrive to collect their children

### **YOUR CHILD'S DAY IN NURSERY**

8:30am-	Gates open/free play inside or outside
9:00am-	Busy time and Group time
9:45am-	Outside play
10:20am-	Snack time
10.50am-	Phonics session/letter and sounds
11.00am	Busy time
11:45am	Outside play
12:40pm	Lunch time
13.30pm	Outside play
14.00pm	Busy time/Group time
14:45-15:00pm	Parents arrive to collect their children

### **YOUR CHILD'S DAY IN RECEPTION**

8:30am-	Gates open
9:00am-	Busy time
9:55am-	Snack time
10:15am-	Outside play
10.50am-	Phonics/group time
11.00am	Busy time
12:00pm	Lunch Time
12:40pm	Outside play
13.30pm	Story time
13.45pm	Busy Time
14:45-15:00pm	Parents arrive to collect their children

<p><b>Covid 19 Class routines.</b>  <b>Playgroup Caterpillars</b>  8.20-9.00 Classroom  9.00-9.20 Outside play  9.25-9.40 Class time  9.45-10.10 Snack time  10.10-11.10 Class time (Nappies)  11.10-11.30 Outside  11.30-11.45 Prep for lunch time  11.45-12.25 Lunch time  12.25-12.35 Outside.  12.40-2.00 Sleep time  2.00-2.45 Class time  2.30-2.50 Home time</p>	
<p><b>Covid 19 Class routines.</b>  <b>Nursery Ladybirds</b>  8.20-9.00 Classroom  9.00-9.20 Classroom  9.25-9.45 Outside play  9.50-10.10 Classroom  10.15-10.40 Snack  10.45-11.30 Classroom  11.35-11.55-Outside play  12.00-12.40-Classroom  12.45-1.30 Lunch  1.35-1.55 Outside  2.00-2.45 Classroom  2.30-2.50 Home time</p>	<p><b>Covid 19 Class routines.</b>  <b>Nursery Dragonflies</b>  8.20-9.00 Classroom  9.00-9.50 Classroom  9.50-10.10 Outside  10.15-10.40 Snack  10.45-11.50 Classroom  11.55-12.15 Outside  12.20-12.40-Classroom  12.45-1.30 Lunch  1.35-1.50 Classroom  1.55-2.15 outside  2.15-2.45 Classroom  2.30-2.50 Home time</p>
<p><b>Covid 19 Class routines.</b>  <b>Reception Grasshoppers</b>  8.20-9.00 Classroom  9.00-9.40 Classroom  9.45-10.15 Snack time  10.20-10.40 Outside play  10.45-11.05 Phonics session  11.10-11.55 Classroom  12.00-12.35 Lunch time  12.40-1.00 Outside play  1.05-1.25 Story time  1.30-2.45 Classroom  2.30-2.50 Home time</p>	<p><b>Covid 19 Class routines.</b>  <b>Reception Crickets</b>  8.20-9.00 Classroom  9.00-9.40 Classroom  9.45-10.15 Snack time  10.20-10.40 Phonics Session  10.45-11.05 Outside play  11.10-11.55 Classroom  12.00-12.35 Lunchtime  12.40-1.00 Story Time  105-1.25 Outside play  1.30-2.45 Classroom  2.30-2.50 Home time</p>

## EARLY YEARS EQUIPMENT LISTS

### EQUIPMENT LIST FOR PLAYGROUP

- Four complete changes of clothes including underwear and one pair of shoes in a drawstring bag. (This does not have to be school uniform)
- Sun hat and a high factor sun cream.
- A bottle of water. (Not one-use plastic ones)
- Hairbrush.
- A pack of nappies and 2 packs of wet wipes if the child is still being toilet trained.
- A long T-shirt for art activities. (Not during Covid 19 measures)
- A plastic bib for eating times.
- A top and bottom sheet for sleeping. (Not during Covid 19 measures, school will provide and wash daily)
- **All clothes and belongings should be clearly labelled with the child's name**

### EQUIPMENT LIST FOR NURSERY

- Four complete changes of clothes including underwear and one pair of shoes in a drawstring bag. (This does not have to be school uniform)
  - Sun hat and a high factor sun cream.
  - A Plastic bib for eating
  - A bottle of water each day clearly labelled. (Not one-use plastic ones)
- All clothes and belongings should be clearly labelled with the child's name.**

### EQUIPMENT LIST FOR RECEPTION

- Four complete changes of clothes including underwear and a pair of shoes in a drawstring bag. (This does not have to be school uniform)
- Sun hat and a high factor sun cream.
- A bottle of water each day clearly labelled. (Not one-use plastic ones)
- **All clothes and belongings should be clearly labelled with the child's name**

## CLASS AND PHASE 'BUBBLES'

We will group each phase (Early years, KS1, LKS2, UKS2, KS3 and KS4) into 'bubbles' which will remain consistent and separate from other 'bubbles'.

For the majority of their time in school the children will be in their own class bubble with their own teacher and support staff but at playtimes and lunchtimes they will be separated into phases that will only have limited contact with other phases.

This will 'make it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible'

## SETTLING IN

At the British School of Tenerife, we want to make the beginning of the child's school years a memorable and happy experience. For this reason, not all children start together on the first day of term.

When children start in our playgroup class, we stagger the intake over the first three weeks in September, splitting the children into three separate groups, allowing us to manage the first few days sensitively and enabling us to get to know the child as an individual.

To ensure each new day is a positive and welcome start, we recommend that initially all children starting in Early years are introduced slowly and gradually. We find that new children settle in quickly if they gradually build up to a full day attendance. Some children will be ready for a full day very quickly and others will take a bit longer.

As we are aware that all children are different, and some children may take longer than others, below is an ideal plan of the times we would like the child to start gradually building up to a full day.

<b>Monday</b>	Children to stay for an hour, parents to stay close by (9.30 until 10.30)
<b>Tuesday</b>	Children to stay for two and a half hours (9.30 to 11:30)
<b>Wednesday</b>	Children to stay for lunch (9.30 to 12.30)
<b>Thursday</b>	Children to stay for lunch (9.00 to 13.00) <b>and playgroup children</b> sleep if they are ok (9.30 to 14.00)
<b>Friday</b>	Children to stay and <b>playgroup children sleep</b> (9.30 to 14.45)

### **COOPERATION WITH PARENTS**

A child's school care and home life must be complimentary, with clear established boundaries and expectations to ensure children have consistency and feel secure.

Regular and effective communication is essential in helping to ensure that the child feels happy and secure in their new environment. At the end of each day parents are welcome to enter the classroom and ask about their child's day; also, on the notice board in the Playgroup class there is an information sheet which tells about the child's day. If you have any concerns and you feel the need to speak more privately, we ask that you make an appointment directly with the teacher or via the secretaries. We request parents to inform the class teacher of any changes at home, no matter how small they seem, Eg.: a bad night's sleep. If parents have any concerns or doubts, we encourage them to speak to the class teacher. It is very important that the school office has parent's correct email address as any information regarding school matters and events will be emailed to them via Educamos. A copy of each email sent is also displayed on the parents notice board in the outside corridor.

During Covid 19 measures parents will not be able to enter the Early Years department, so all communication about the children's day will be communicated via Tapestry. We use Tapestry to inform parents what children have eaten, toileting and sleeping habits. Parents have access to the blog which will be updated weekly about what the children are learning and ideas of how they can support their children at home. If parents have any questions or concerns then parents can email the Keyworker, Teacher or the Head of Early Years. If parents would like to have a meeting, these will be arranged by appointment preferably by video call using the app Microsoft Teams with the Student account or they can take place in school after school hours (Masks must be worn, and 2 meters must be adhered to at all times).

### **COMPLAINTS**

We ask parents to talk immediately to staff if they have any concerns, (no matter how small) about the care of their child, we often find that small problems can be resolved quickly before becoming bigger. If parents are concerned about any aspect of school, they should first speak to the child's keyperson. If parents are not satisfied with their response, they should contact the Head of Early Years by email or by arranging an appointment. If parents are still not happy with the response, they should contact the Head of Primary, then if the problem is still not resolved they should contact the Academic director.

If parents wish to make a formal complaint, the complaints procedure will be followed.

**(please see our complaint procedure on our website)**

As parents will not be able to speak to staff daily during Covid 19 measures, parents should email the keyworker, Teacher or Head of Early Years with any questions or concerns.

### **CONFIDENTIALITY**

At all times, all information relating to the children and their families will be kept in the strictest confidence, unless it raises concerns for the safety and wellbeing of a child, this is in accordance with our data protection policy.

Staff will only talk to parents about their own child and under no circumstances will discuss another child. Any comments/comparisons by parents regarding other children must be ignored and staff will remind them that they are not at liberty to discuss other people's children.

Parents are expected not to discuss sensitive issues about other children apart from their own with any other people.

**(Please see the data protection policy on our website)**

## **KEYPERSON**

When children start in the Early years department, they will be assigned a key person.

A key person is a class teacher or assistant who is responsible for a group of children to ensure that children form a secure bond and are happy. It is important that staff build a trusting relationship with their key children and their parents.

It is also important that staff keep other staff informed about their key children.

During Covid 19 measures, preferably Video calls can be arranged to meet with the parents or meetings by appointment that can take place in school, after school hours. Masks must be worn, and 2 meters must be adhered to at all times . enabling staff to talk about the children's routines, likes and dislikes, etc.

**(Please see our Key person policy included in this booklet)**

## **MORNING CLUB AND AFTER SCHOOL CARE**

We have a morning club available from 7:45am for those parents who need to be at work earlier. As collection time is at 3pm, we offer a service until 3.30pm for parents who find it difficult to arrive for 3pm. If interested in these extended facilities parents should speak to Mónica.

During Covid 19 Children will be taken to one classroom in the Early Years department. Children will be kept 2 metres apart and will have their own toys to play with. After the children go to their classrooms, this classroom, toys and equipment will be cleaned with antibacterial spray before any other children enter this classroom.

## **DROP OFF AND COLLECTION.**

We welcome parents into our Early Years department at any time during the day. The Early Years gate is open from 8.30 until 9.00 and 2.45 until 3.15. If you drop off or collect your child in between these hours you must get a key card from the office and return it on the way out.

Parents should take their child to their relevant room and ensure that they always hand their child over to a member of staff.

Parents should inform staff of any change of collection time or person collecting their child, as well as any issues regarding the child's wellbeing that will be relevant to the day ahead when dropping him or her off.

To relieve congestion, we ask parents to not linger around in the playground with their children and other parents' this is a busy part of the day and we need to ensure the safety of all children in our Early Years department.

**(Please see our drop and collection policy included in this booklet)**

During Covid 19 restrictions parents will not be able to enter the Early Years department so drop off zones will be set up in the sports hall, Children can be dropped off between 8.30 and 9.00, however if a child has a sibling in Year 4 or Year 6, they can be dropped at 8.20. If you arrive later than these times you must inform the office, before going to the drop off zone where a member of staff will come to collect your child. You may have to wait for a short period. It is always the parent's responsibility to keep the 2 meters distance and wear a mask during drop off and collection times.

**We ask that only one parent brings the child to school and collects them.**

## **COLLECTION OF CHILDREN.**

Children should be collected between 2.30 and 2.50. If by any chance one-day parents are unable to get here for 3pm they should contact the school office and the children will be placed in after school care. The end of the day is a very busy time for us, so we ask parents to leave quickly when collecting their child and it is not permitted to stay with the children to play in the playground. This eases congestion in the car park and will create more space for parents of older children who finish at 3.00 or 3.15.

The questionnaire (included in this Booklet) enables parents to authorize someone else to pick up their child. If parents need to send someone who is not authorized on the list, they must contact the school office and then this person must pass by the office to collect a paper which they then pass onto the class teacher when collecting the child.

**(Please see our collection policy included in this booklet)**

During Covid 19 restrictions the children will be collected from the drop off zones from 2.45-3.00. If you cannot get there at this time children will be put in after school care where children will be kept two metres apart. When you arrive, you need to go to the drop off zone and the child will be brought to you.

**UNIFORM**

**British School of Tenerife Uniform Policy**

Our Early Years uniform policy is as follows, we ask that children come to school in the correct uniform. If a child has an accident, then he/she may be changed into their own clothes. Uniforms can be bought from the school office at La Luz. For any queries regarding uniforms parents should contact Merce on 922 33 69 29.

**Early Years**

All Early Years pupils must wear the official BST P.E. tracksuit with white or navy blue socks and trainers. The BST tracksuit is available from the school office at La Luz. The official school t-shirt is available with long or short sleeves for children in this department.

(Long sleeved t-shirts may not be worn under the official school t-shirt.)

**Anoraks:**

During cold weather pupils/students will be allowed to wear a plain dark navy blue anorak over the official school jacket. Please note that the anorak must NOT be branded or have any form of logo.

**P.E. Uniform:**

The official school tracksuit comprises of a navy blue tracksuit, navy blue shorts and a light blue t-shirt. This uniform is available in the school office. Students must wear white or navy blue sports socks only.

The correct footwear is white, blue or black sports trainers (fluorescent trainers are not allowed).

All items of the school uniform MUST be labelled **clearly!**

During Covid 19 measures children should come to school with fresh clean uniform daily, due to this children may to come to school dressed navy bottoms, blue or white t-shirt.

**CHILDREN'S CLOTHING AND BELONGINGS**

Children should come to school dressed in the sports uniform every day. In case of accidents during the day children should have a drawstring bag with spare clothes in, this does not have to be uniform.

All children's clothing and shoes should be labelled clearly

We encourage the children to explore resources and clothing may end up getting messy, staff must ensure they encourage children to wear aprons during messy play activities.

We ask that children do not bring toys from home as toys can get lost or damaged.

During Covid 19 measures children should have four changes of clothes at school. If a child needs to change clothes, the dirty clothes will be placed in a plastic bag and handed back to you at the end of the day. Parents must bring a clean change of clothes the following day to leave at school. This will be placed in our isolation shed for 72 hours before being added to the child's bag on their peg.

Parents will be asked to bring the children's clothes in a fabric draw string bag, clearly labelled 3 days before school starts these will be placed in an isolation shed for 72 hours so they will be ready for when the children start. Children should not bring school bags to school.

**ILLNESS**

Staff are not permitted to administer any medication; only in emergency situations. The Early Years Illness policy is within this booklet, we request parents make sure that this is followed to ensure infections are kept to a minimum. We ask that parents do not bring their child to school if they are unwell. If a child becomes unwell at school, we will make them as comfortable as possible and inform the parents that the child needs collecting. While waiting for the parents, staff will monitor the child.

In case a child is ill, and we need to contact parents, it is important that they inform school of any changes to their contact details.

During Covid 19 restrictions if a child becomes ill and demonstrates any symptoms the children will be placed in the isolation area and staff will wear full PPE while dealing with the child. Parents are asked to come and collect their child as quick as possible. Once the child has left the isolation area it will be cleaned thoroughly. If a child has Covid 19 symptoms they will not be able to return to school until they have had a test and it is negative or unless they have completed the 7-day isolation period.

### ACCIDENTS

Accidents can be a regularly occurrence in any Early Years setting, so all our Early years staff are trained as first aiders. When a child has had an accident, the Head of Early Years will decide what action needs to be taken.

- The child will be monitored at school.
- Parents will be informed, and they decide if they want to collect the child.
- The parents are asked to collect the child to take them to the medical centre.
- If Staff take the child to the medical centre, they will meet the parents there.
- In the event of an ambulance being needed, parents will meet it at the hospital.

**(Please see our accident and bump to the head policy included in this booklet)**

During Covid 19 restrictions accidents will be communicated to parents via Tapestry, parents will be asked to sign the accidents electronically.

### SNACK

To promote healthy eating, we provide a daily snack for all the children of fresh fruit or vegetables to help contribute to the 5-a-day plan. This is at a cost of 125 euros for the year.

All dietary requirements and preferences are met.

**(Menu is within this booklet)**

During Covid 19 restrictions children will have their snack in the classrooms, each child will have their own plate of food.

### LUNCHES

We regard mealtimes as an important part of the school day. As well as helping children learn to about healthy eating, it is a social time for both children and adults. We offer children healthy, nutritious and balanced meals and snacks which meet their individual needs and requirements and have systems in place to manage food allergies and intolerances.

Mealtimes are a positive time to encourage children to eat well and develop good habits and social skills.

School Lunches are available; the lunches are freshly made on site by our school cooks (**Sample of the menu is on the school website**). If parents wish, they can alternatively send children a packed lunch from home. Staff cannot warm food, so we ask parents to buy a good thermos flask to keep the food warm until lunchtime. Food should be cut up and without bones and it should be brought in plastic containers not glass. For any enquiries regarding school lunches parents should contact Merce, the school secretary.

**(Please see attached our food and drink policy)**

During Covid 19 restrictions if you are sending a packed lunch, we ask that this is cold finger food so children can easily access food themselves, staff will not have to touch bags and thermos of different children. Lunch bags should be placed in a designated area in the sports hall when the children are dropped off.

### ALLERGIES.

If a child has any allergies or dietary requirements it is very important that parents fill in a questionnaire (**included in this Booklet**). Parents are requested to keep staff and secretaries informed of any changes at all times. We have children in the school that have nut allergies, so parents should not send nuts with their child's food.

Please indicate on the questionnaire if your child has any underling health issues.

### NAPPY CHANGING

Nappy changing is a personal time and the dignity of the child will always be respected by the staff

Changing is in accordance with our nappy changing policy.

Parents are asked to provide nappies, wipes and cream. Creams must be labelled with your child's name.

Parents are not permitted into toilet areas, especially while other children are in there. If your child needs assistance in the toilet, please ask a member of staff.



**(Please see our nappy changing procedure on our school website)**

### **TOILET TRAINING**

Most children will be ready to toilet train between the ages of two and three. To ensure a relaxed transition in Playgroup, we work closely with the parents to help children make the transition from being in nappies to going to the toilet.

Parents should speak to the staff when they are thinking of beginning toilet training, so we are able to work together.

**(Please see our toilet training policy attached in this booklet)**

**During Covid 19 each bubble of children will have access to their own toilet this will be cleaned after each use. Children will go to the toilet individually and not in groups. Staff will wear full PPE when cleaning a child after an accident.**

### **HELPING YOUR CHILD TO BECOME MORE INDEPENDENT**

To make the transition easier for the playgroup children, we ask parents to work with them to increase their independence, by encouraging children to feed themselves, drink from a cup and take jackets and shoes off. We encourage changing from bottle to beaker from the age of 12 months as extended use of a bottle can cause poor feeding techniques, food refusal and speech problems in the future.

With our Nursery and Reception children it is important that parents help their child when going to the toilet as here at school the children may need to attend the toilet alone and for this reason, we ask that parents encourage children to clean themselves

### **REST TIME**

All our classrooms have an area of soft cushions, so children who wish to, may lie quietly. Our playgroup children sleep during the day from around 12.45 until 2.00. Parents need to provide bedding for their child. Bottom sheets are bought from the school office. Top sheets can be of their choice considering the time of year and the weather. The bedding is sent home every 3 weeks or at holiday times to be washed. Children will be allowed to sleep with comforters and staff will monitor how these are being used.

Children in Nursery and Reception do not have set time to sleep, but if they want to sleep, they will be provided with a bed.

**During covid 19 restrictions the school will provide sheets for the children which will be washed daily in school. Beds will be washed and cleaned daily after use.**

### **SUNCARE**

We will endeavor to ensure that we take necessary precautions when going outside in sunny conditions. Parents need to provide a bottle of sun cream factor 30 or 50 with their child's name on it. The sun cream should be left in the child's box. On very sunny days children should arrive at school with sun cream already applied.

Children should also have a sunhat in their boxes that stay at school.

### **OUTDOOR PLAY**

Our outside areas consist of areas of learning and these areas are planned for and staff will observe and assess the children's learning while outside.

Weather permitting, children in the Early Years are offered daily opportunities for outdoor play as it enhances all areas of their development and contributes to the child overall fitness and wellbeing.

**During Covid 19 restrictions outside areas will be used for each bubble of children at a time, after a bubble has been outside the area will be sprayed and cleaned before another bubble of children go outside.**

## **HANDWRITING**

Some children will start to use pencils, etc., to start drawing and writing their name in cursive script. As many parents like to help at home, we feel it is important that children do the same at home as they do at school to save confusion. At school when children begin to write they will be using lower case letters not all capital letters for example... *Jennifer Bloggs*. *Examples of handwriting will be on the blog for parents to follow.*

## **PHONICS**

In Reception children will start to learn the different sounds of the letters. In order for parents to help at home, the children will bring home a file with a book with sounds in and some words to learn in October. We ask that these are brought to school on a Monday and we will return them on a Tuesday when the teacher has been over it with the children.

**During Covid 19 restrictions files will not be sent home, the letter sounds, and action words will be added to the blog weekly.**

## **SPANISH**

Our Reception children have Spanish Lessons for 45 minutes a week, when the children can express themselves in Spanish and enjoy stories and songs.

**During Covid 19 restrictions children will not go out to have Spanish lessons, Spanish lessons will be done with songs and a story once a week for 20 minutes.**

## **PE AND MUSIC AND MOVEMENT**

Children in Early Years have one PE lesson a week in the sports hall and one music and movement lesson a week with our dance teacher.

**During Covid 19 restrictions PE classes will take place outside when possible, Music and Movement will take place in the classroom with the class teacher and the assistant.**

## **EXCURSIONS**

Nursery children will go on one excursion during the year and Reception children will go on two. These will be decided during the year to try and incorporate them into the children's learning.

**(Please see our whole school excursions policy on our school website)**

**During Covid 19 restrictions children will not be going on excursions.**

## **BIRTHDAYS**

Allowing for children with allergies we ask parents not to send cakes or sweets into school to celebrate their child's birthday.

Also, if a child is having a birthday party and parents are inviting the whole class then staff are able to hand out invitations, however if they choose to just invite a few friends, we ask parents to personally give the invitations to the parents concerned.

**During Covid 19 restrictions staff will not be able to hand out party invitations.**

**We will celebrate children's birthdays on the last Friday of the month in a class assembly, this will be shared on the class blogs.**

## **CELEBRATIONS**

We welcome and actively promote the celebrations of events special to the children, including cultural/religious festivals. We encourage parents to help us celebrate these events by suggesting activities or coming to talk to the children. We also try and make different foods from different cultures.

**During Covid 19 restrictions no cooking activities will take place, parents can email any suggestions for any activities for cultural celebrations.**

## **ASSEMBLIES, ANNUAL EVENTS AND CELEBRATIONS**

On the last Friday of every month there is an assembly in the Early Years playground when the children do some singing and maybe share something they have learnt in class. We also sing Happy Birthday to the children who have had a birthday that month. Videos and photographs can be taken but **they must not be shared on any social media**, it is the parent's responsibility to ensure that all family members are aware of this. If a video or photograph is shared on any social media by a parent, it is not the school's responsibility.

At the beginning of the first term parents will be sent an email with provisional dates for our annual events and celebrations, so they can arrange their time, hopefully enabling them to join us.

These are the events we celebrate:

**October-Halloween Assembly**

**December-Christmas show**

**February/March-Carnival Assembly**

**March/April-Easter parade**

**March/April-Family Mornings**

**May-Dia de Canarias**

**June-End of year show.**

**During Covid 19 restrictions assemblies and shows will not take place, assemblies will take place with each class individually on the last Friday of the month and shared with parents on the class blogs.**

## **YOUR CHILD'S PROGRESS**

Children's progress will be assessed through an online system called Tapestry online. This enables our teachers to observe and record your child's learning throughout their time in Early Years. This system also enables parents to see their child's progress as they will also have access to their child's account.

As parents have contact with staff in the mornings or afternoons when dropping and collecting their child, we feel it is important to communicate any concerns they may have. However, if parents would prefer a more confidential meeting, then they can arrange a time with the teacher or via the secretaries that is convenient for everyone.

In playgroup, after the child is two years old, staff will prepare a "progress check at age 2".

This check will highlight areas where the child is progressing well and anywhere, they might need some extra help or support.

Parents consultations will be arranged to discuss the two-year check as well as any other concerns parents may have.

In the second term, Nursery parents will be invited to have a parents' consultation with the staff to discuss their child's progress and the next steps. Also, at the end of the year, parents will receive a report about their child's year.

In Reception, twice a year, we have parent's consultations where parents will have a meeting with the staff to discuss their child's progress. Also, at the end of the year, parents will receive a report about their child's year.

**During Covid 19 restrictions we encourage parents to email the teacher or Head of Early Years if they have any concerns regarding their child's development and progress. If parents would like a meeting this will be done preferably by a video call, or a meeting, these will be arranged by appointment and can take place in school, after school hours. Masks must be worn, and 2 meters must be adhered to at all times**

## **SCHOOL CALENDAR**

You can find the school calendar for 2020-2021 on our school website.

<https://www.britishschooltenerife.com/wp-content/uploads/2020/02/2020-2021-school-calendar-for-parents.pdf>

## **POLICES AND PROCEDURES**

All our other Early Years policies can be found on our website.

<https://www.britishschooltenerife.com/infantil/politicas/>

Whole school policies can be found on our website



Early Years Snack 2019/2020

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>English</u>	Fresh fruit Maria biscuits Nesquik	Carrots Ham sandwich Water	Fresh Fruit Milk with cereal or rice cake Water	Cucumber Cheese bread roll Water	Fresh Fruit Crackers <u>Yogurt</u>
<u>Spanish</u>	Fruta Fresca Galletas María Nesquik	Zanahorias Sándwich de Jamón Agua	Fruta Fresca Lecha con cereales o tortitas de <b>arroz</b> Agua	Pepino Bocadillo de queso Agua	Fruta Fresca Crackers <u>Yogurt</u>

Snack is always served with water. El snack se sirve siempre con agua



# Early Years Policies and Procedures



## **EARLY YEARS FOUNDATION STAGE CURRICULUM POLICY**

### **Introduction**

Our Early Years Department follows the Early Years Foundation Stage. This is the curriculum that is set by the British government which all schools in England must follow.

[https://www.foundationyears.org.uk/wp-content/uploads/2012/03/Early\\_Years\\_Outcomes.pdf](https://www.foundationyears.org.uk/wp-content/uploads/2012/03/Early_Years_Outcomes.pdf)

The Early Years Foundation Stage (EYFS) is for children from birth to age 5.

This is an important part of a child's life as it sets a foundation for their future learning and will prepare them for Primary school when they turn five years old.

The EYFS supports a child's development and their experiences should be happy, safe and exciting, allowing children to develop at their own rate and pace.

### **Aim and objectives**

In our Early years department, we understand the importance of children's personal, emotional and social development. Our aim is to help all the children to work together, become independent, to be enthusiastic learners and take on new challenges.

At the BST We will

- Provide challenging activities that will ensure the children are happy, safe and stimulated.
- Provide opportunities that enable choice and self confidence that will help further learning and development in Key stage 1.
- Help each child progress at their own rhythm. We observe children's individual needs and what they can do enabling us to focus on the children's next steps. We use Tapestry as an assessment tool and use ongoing and formalised observations enabling us to focus on children's next steps.
- Build positive partnerships with parents to ensure good relationships when supporting their child.
- Provide learning provisions within the setting which are sensitive to all children's individual needs including those who have additional needs.

### **Learning and developing**

The 7 areas of learning are divided up in prime areas and specific areas, to begin with the children will focus on these 3 prime areas:

#### **Communication and language;**

Listening and attention

Understanding

Speaking

#### **Physical development;**

Moving and handling

Health and self-care

#### **Personal, social and emotional development**

Making relationships

Self-confidence and self-awareness

Managing feelings and behaviour.

The prime areas will help them to develop skills in 4 specific areas. These are:

**Literacy;**

Reading

Writing

**Mathematics;**

Numbers

Shape, space and measure

**Understanding the world;**

People and communities

The world

Technology

**Expressive arts and design.**

Exploring and using media and materials

Being imaginative

Activities and the learning environment are carefully planned for around the children's own interest and needs.

Learning is done through play, enabling children to learn and gain their knowledge and understanding, in a mixture of adult-initiated and adult led activities.

The child's development is observed and assessed throughout their time in the Early Years department. If at any point a child is not making progress in any of the prime areas this will be discussed with the child's parents and steps to support them put in place.

### **Characteristics of effective learning**

Children learn in lots of different ways and the EYFS recognises this. So, it is important that we consider this when we are planning the learning environment. We take into consideration that all children are different and know when it is necessary to support individual children as well as groups of children.

The Statutory framework for the Early Years foundation stage identifies three Characteristics of effective Teaching and learning. These are:

### **PLAYING AND EXPLORING**

**Finding out and exploring, children may do the following>**

Show curiosity about objects, events and people.

Use their senses

Engage in open ended activity

Show interests in particular things

**Playing with what they know, children may do the following;**

Pretend objects are things from their experience.

Take on a role in their play

Act out experiences with others.

**Being willing to have a go, children may do the following:**

Initiate activities and experiences

Seek Challenges

Demonstrate a can-do attitude.

Take risks

## ACTIVE LEARNING

### **Being involved and concentrating**

Maintain focus for a period of time.  
Show high levels of energy  
Concentrates without distractions.  
Pay attention to detail.

### **Keep on trying**

Show persistence with an activity when faced with challenges.  
Demonstrates aspects of problem solving.  
Bounce back after difficulties

### **Enjoying achieving what they set out to do**

Proud of their accomplishments when faced with challenges.  
Enjoys meeting challenges for their own sake.

## CREATING AND THINKING CRITICALLY

### **Having their own ideas.**

Find ways to solve problems  
Find new ways of doing things

### **Making Links**

Make links and noticing patterns in their experience  
Make predictions  
Test their ideas  
Develop ideas of grouping, sequences, cause and effect

### **Choosing ways to do things**

Plan, make decisions about how to approach a task, solve a problem and reach a goal  
Check how well their activities are going  
Change strategy as needed  
Review how well the approach worked

## **Planning**

In the Early Year department planning is based on themes around initial themes or stories but is then allowed to develop in one way or another, considering the interests of children, enabling us to focus on the children's next steps.

We also focus on planning a stimulating environment inside and outside that takes into account the children's interests and needs. We plan a variety of activities that aim to meet the objectives in the foundation stage, giving the children the opportunities to learn through a mixture of child-led and teacher-initiated play.

In our Reception classes there is more of a focus on Literacy and maths planning to ensure the children are ready for a smooth transition to Key Stage 1 and its more formal methods of teaching.

## **Assessment**

In our Early Years department children's progress is assessed continuously through an online system called Tapestry. This enables our teachers to observe and record children's learning, tracking each child's progress as it happens. This system also enables parents to see their child's progress.

When children join our Early Years department in the first half-term a baseline assessment is carried out by the child's keyworker, this allows us to gain knowledge about each child's level of development, enabling us to plan for their future needs.

At the end of each term a summary of each child's progress is produced and added to progression forms to ensure each child is making progress. At the end of each year a report is written about progress made in each area of learning.



Parents can access Tapestry so they can see their child's progress. Teachers are available on a daily basis to speak to staff about their child's day. Meetings are called with parents if we have any cause for concerns. Parents are also encouraged to ask for meetings if there is anything they would like to discuss.

For playgroup and Nursery parent's consultations are held once a year and for reception twice a year where targets are set and then revised.

### **The Learning Environment**

At different times of the day the children have access to the inside and outside environment, ensuring that all children explore and learn safely. There are areas where children can be creative, be quiet and be active.

Each of our outside areas have sand and water, writing opportunities, investigation areas and role play. Our main outside area has all of the above as well as a construction area, climbing equipment, bikes, reading corner, Maths area and chill out area. All Areas of the curriculum can be explored outside.

Our classrooms all have a reading/quiet area, funky fingers table, art area. Playdough and writing equipment are accessible throughout the day



### Online Learning Journal (Tapestry) Policy

#### Aims

The British School Tenerife ensures that all children attending the setting have a personal Learning Journal which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of each child's achievements during their time with us.

It will also show children's developmental progress through the different age bands of the EYFS.

#### Procedures

- The British school Tenerife uses an online Learning Journal system (Tapestry), allowing staff to access the information from any school computer via a personal, password-protected login.
- Staff access allows input of new observations and photos or amendment of existing observations and photos.
- Parent logins do not have the necessary permission to edit existing material.
- Parents logging into the system are only able to see their own child's Learning Journal.
- Parents are asked to sign a consent form giving permission for their child's image to appear in other children's Learning Journals, and to protect images of other children that may appear in any photos contained in their child's Learning Journal.
- The Learning Journal is started once the child has started Playgroup (from 2017-2018) During the first term, entries will be made more frequently as staff get to know the children.
- New observational entries to a child's Learning Journal will usually be uploaded within two weeks of the observation being made. Observations and updates to the journal may not occur every day that the child attends the setting.
- In all written observations, other children are referred to as another child, no names or initials should be used.
- The British School Tenerife will try wherever possible to allocate "Non-Contact" per week to each member of staff to enable them to upload observations. Any overflow will have to be completed in staff's own time.
- Tapestry is not used as a general communication tool between Early Years and home. A child's learning journal is a document recording their learning and development.
- Parents may contact the Early Years through the usual channels for any other day-to-day matters, e.g. absence, lost property, etc.

#### Security

- The Tapestry on-line Learning Journal system is hosted on secure dedicated servers based in the UK. The server host takes security very seriously, both online and physically. You will notice that the 'https' prefix in the website address denotes that it is a 'secure' site.
- Photos and videos taken using the Tapestry app are not stored on the device used. Any photos taken on the iPad will be uploaded into Tapestry periodically, and then deleted from any hardware. Media taken using the setting's iPad camera will be uploaded into Tapestry and then deleted from the iPad.

- Access to information stored on Tapestry can only be gained by unique user I.D. and password.
- Other than the Early Years Manager, staff can only see the details of their own Key Children when logged in to Tapestry using their unique login.
- Parents can only see their own child's information and are unable to login to view other children's Learning Journals.
- Once a child leaves The British School Tenerife, a request will be made for their data to be deleted. After 30 days (to allow for mistakes), the data will be irreversibly deleted. Parent access to Tapestry will be revoked immediately the child leaves and will only be reinstated if the child returns to the setting.
- If a member of staff leaves The British School of Tenerife, their access to Tapestry will be revoked immediately and their details deleted from the system.
- Parents must NOT upload any media from Tapestry onto social media sites without the expressed permission of the Early Years Manager and any parents of other children featured in that media.
- Passwords must not be saved on the device. Staff must sign in each time they use tapestry.
- Staff must use incognito window to access Tapestry.

Updated- January 2020

To be updated January 2021



### KEY PERSON

The role of a key person in the Early Years department is to ensure that children form a secure bond and are happy.

#### WHAT IS A KEY PERSON?

A key person is a class teacher or assistant who is responsible for a group of children in our Early Years department. A key person is appointed for each child during their time within the setting, in order to support each child's development.

#### IMPORTANT PRINCIPLES OF A KEY PERSONS RELATIONSHIPS AREA:

- To develop a trusting relationship with the key children and their parents.
- To ensure the environment is safe and stimulating.
- To ensure each child is happy and their needs are being met.
- To support each child's interests.
- To collect relevant information from parents.
- To assist the children's learning by planning a stimulating environment with age appropriate activities to assist their learning and progress.
- To observe each child and make assessments for the EYFS planning.

#### AN EFFECTIVE KEY PERSON SHOULD HAVE:

##### Good communication skills-Written and verbal

- Sharing expectations
- Discussing concerns and achievements
- Handle incidents in a sensitive way.
- Record developmental matters.

##### Know the EYFS

- Have a good knowledge of the EYFS
- Plan appropriate activities that challenge the children.

##### Time

- Give your key children and parents time

##### Be confident

- When meeting new parents and children.
- That you know the child well
- To deal with any concerns

### THE ROLE OF A KEY PERSON.

- It is the key person's responsibility to ensure that their key children feel safe, secure and confident.
- The child's parents need a trusted person who they can talk to about their child's individual needs.
- When a child is new to the setting, the assigned key person will complete a baseline assessment of that child.
- The key person is not solely responsible for a group of children but also, they need to ensure the other children in the class are safe and secure.
- When it is possible on a daily basis, the key person should communicate with parents in person or through communication books (children that go on the bus.)
- To change and check key children's nappies (if still in nappies)
- To assist with potty training and other toileting or intimate care needs.
- To provide accurate observations covering the EYFS.
- To give feedback in planning meetings regarding children's needs and interests to enable planning of activities for each child.
- The key person should record information for parents regarding the child's day-such as sleep time, eating. etc.

Updated: January 2020

To be reviewed: January 2021



### Early Years Drop off and collection procedures.

#### Roles and Responsibilities

To ensure that roles and responsibilities are fully understood by all members of staff within the Early Years Department the following should be in place:

- A clear understanding of the deployment of staff for the start and end of sessions.
- Staff are certain of their role and their responsibilities
- Staff understand the procedures for the beginning and ending of sessions in relation to staff deployment and are consistent in implementing the responsibilities attached to the role

#### Consistent systems are implemented e.g.

- A member of staff (who is permanent, not a student) based at the Class door who is responsible for welcoming/registering the children and taking short messages.
- Self-registration which involves parents and children and gives the children a task to do.
- A dedicated member of staff to be responsible for supervising the children in the outside area.
- If a parent should require an urgent discussion, parents/careers should be requested to wait until the members of staff are free from their initial duties.

#### If a parent wants to meet with a member of staff

- If parents would like to speak to a member of staff about something particular, parents should not stand around talking at dropping off and collection time. They should arrange a time with the member of staff or make an appointment with the secretaries.

During Covid 19 measures If parents have any questions or concerns then parents can email the Keyworker, Teacher or the Head of Early Years. If parents would like to have a meeting, then these will be arranged by using the children's teams account.

#### Procedure for dropping off a child.

While children are at school, we shall do our utmost to provide a secure environment. Therefore, it is also very important that our procedures for dropping off and collecting children are followed by all people collecting a child.

- The Early Years gates are open from 8.30 until 9.00, where a member of staff will monitor the gate.
- If a child arrives after 9 o'clock the parents need to collect a card from the school office, enabling them to enter the Early Years gate. (The card must be returned to the office after use.)
- Parents should take the child to their relevant room and assist the staff in settling them ready to say goodbye.
- Parents need to ensure that they always hand their child over to a member of staff.
- A member of staff will mark the child arrival into their register.
- To relieve congestion, we ask parents not to stand around talking by classrooms or in the playgrounds.
- Parents should inform staff of any change of collection time or person collecting their child, as well as any issues regarding the child's wellbeing that will be relevant to the day ahead.
- Parents should inform us of accidents and incidents even if there isn't a mark, so we can observe the child throughout the day.
- When parents are ready to leave, parents should always say goodbye to your children.

- During Covid 19 restrictions parents will not be able to enter the Early Years department.
- Families to be issued with staggered times to drop off/collect their child.
- Parents are to drop off their child off in the child's class drop off zone in the sports hall.
- A member of staff from the child's bubble will be in the sports hall at the relevant drop off zones to welcome children.
- Lunch bags will should be left in a designated area near the drop off zones.
- Only parents who are symptom free and or have completed the required isolation periods will be able to drop off or collect their child.
- One adult per family to pick up and drop off their child.
- No buggy's or siblings should come into school.
- If your designated drop off time is missed, then parents must wait until after 9.15 am to drop their child off.
- If you arrive later than your designated drop off time you must inform the office, you are there and go to the class drop off zone in the sports hall where a member of staff will come to collect your child. You may have to wait for a short period.
- It is the parent's responsibility that Social distancing to be adhered to at all times.

#### **Procedures for a child who is distressed**

- One person to have the responsibility of talking with the parent. This person would be the person supervising children
- The parent asked to stay for a short while with the child until the other children are settled and both staff are within the class
- Once the second member has secured the class then there is the opportunity to discuss the problem with the parent, console the child and reassure the parent that the child will be OK offering to phone the parent to confirm this.

During Covid 19 measures all parents of new children starting at the school will be able to enter the Early Years department in the first week after 9.30 fully dressed in the appropriate PPE to settle their child in. It is always the parent's responsibility that Social distancing to be adhered to with staff members, children and other parents.

The same member of staff who is familiar with the children will be sent to the drop off zones to collect children daily, so children feel comfortable and secure.

#### **Procedures for picking up a child. (PLEASE SEE COLLECTION POLICY)**

- The Early Years gate is open from 2.45 until 3.05, where a member of staff will monitor the gate.
- If a child arrives before 2.45 the parents need to collect a card from the school office, enabling them to enter the Early Years gate. (The card must be returned to the office after use.)
- Parents go to the relevant classroom and make their presence known to the staff.
- Parents may enter the classroom to help their child but not congregate at the entrance of the classroom.
- Parents must inform a member of staff when they are taking the child.

During Covid 19 measures children will be taken to the drop of zones in the sports hall for collection. Each family will be given a staggered pick up time up to collect their child, parents should collect their children quickly leaving the sports hall and going straight back to the car. Children should not be allowed to run around, and parents must not stand around chatting to other parents. It is the parent's responsibility that Social distancing to be adhered to at all times. If a parent needs to collect their child early, they should inform a member of staff in the morning or send an email. When the parent arrives at the school, they should inform the office and go straight to the drop off zones in the sports hall where the child will be brought to them.

**Updated June 2020**

**To be reviewed when Covid 19 restrictions are removed.**



## **EARLY YEARS MISSING CHILD PROCEDURE**

In the event of a child going missing, for example on a school outing or within the setting, staff in the first instance should report to the Head of Early Years.

### **Within the school building and grounds**

The Head of Early Years should be advised, she will send a member of staff directly to the school entrance to make sure the child has not left with an adult, the staff member will remain there until that the child is located. A complete search of the Early Years department should be made including all ancillary and storage areas. This should be done calmly and thoroughly without causing disruption to the children.

If the child is not found and is thought to have wandered off or left the Early Years department a further search should be made of the school grounds and surrounding areas.

Should the child not be found the Head of Early Years is responsible for reporting it to the police and contacting the child's parents. The Academic Director must also be informed.

We will review security procedures after the event.

### **On an excursion-**

Please see whole school excursion policy for "a child going missing on an excursion".

**Updated January 2020**

**To be reviewed in January 2021**





## **Safeguarding and welfare Requirement**

### **Camera and mobile phone policy**

At the BST we intend to provide children, staff and parents with an environment in which they are safe from inappropriate images and recordings being taken of them.

#### **Mobile Phones**

- In our Early Years department, we allow members of staff to have their personal mobiles in school for their own personal use.
- It is the staff members responsibility to ensure there is no inappropriate or illegal content on the device.
- During contact with children staff members should ensure their mobile phones are left inside their bag and placed in the cupboard or staff areas.
- At break times staff members will be allowed access to their mobile phones as long as it is away from children.
- If Staff members have a personal emergency and need to make a personal call, they can use the school's landline or speak to the Head of Department to ask permission to use their mobile.
- If a staff member is waiting for a call (hospital etc) and need to have their phone on and to hand, then they need to ask permission from their manager.
- It is the responsibility of each staff member that their family members are aware of the school telephone numbers and to keep the office informed of family emergency contact numbers.
- Any concerns regarding mobile phones should be reported to the Head of Department and staff should be vigilant and incidents should be reported.
- All concerns regarding inappropriate use or content will be taken seriously, logged and investigated.
- Parents and family members, are not allowed to share in any source of social media any photographs or videos taken during Assemblies and Shows.
- Visitors are asked not to use mobile phones while around the children.

#### **Cameras**

The only devices that are permitted to take photographs are on the staff's school iPad. The use and storage of photographs is clearly explained on the whole schools Data Protection policy.

**Updated January 2020**

**To be reviewed January 2021**



## EARLY YEARS HANDWASHING POLICY

### AIM OF THIS POLICY

- To keep children and adults as healthy as possible.
- To provide a hygienic environment.
- To teach children about good personal hygiene.
- To keep germs to a minimum.

**Hand hygiene must be maintained throughout the day at school and at home.**

**Posters on hand hygiene are displayed in the Early Years department.**

**The importance of frequent handwashing with soap and water (or using hand sanitizer where soap and water are not available) is emphasised to the children.**

**Children and adults will be encouraged to wash their hands before and after:**

#### **Before-**

- Arriving at the Early Years department
- Leaving the Early Years department
- Snacks
- Lunch
- Cooking
- Before and after handling food, feeding a child, or eating.
- Using the toilet.
- Changing a nappy
- Helping a child use the bathroom

#### **After-**

- Using the toilet
- Handling animals/insects
- Gardening
- Messy play
- Coughing and sneezing.
- Cleaning the nose
- Wash children's hands after helping the child use the bathroom or changing their nappy
- Dealing with a sick child.
- After handling waste baskets or rubbish.

**Staff will help and demonstrate how to wash their hands and act as role models.**

- Pull up their sleeves
- Wet hands
- Add soap to hands
- Rub soap into hands for 20 seconds ensuring that all the hand is covered and in between the fingers.
- Remove the soap with the water.
- Shake hands to remove the water
- Dry Thoroughly

**Staff should also follow hand washing procedure displayed by each sink.**

Updated-June 2020

To be reviewed-June 2021



## **HAND WASHING PROCEDURE**

Good hand washing must be practised by everyone in Early Years.

**Please see our separate handwashing policy.**

Warm water, soap and paper towels are available in all bathrooms and kitchen areas.

Alcohol gel is situated outside the Early Years entrance, near each toilet area and classroom entrance

### **Before-**

- Arriving at the Early Years department
- Leaving the Early Years department
- Snacks
- Lunch
- Cooking
- Before and after handling food, feeding a child, or eating.
- Using the toilet.
- Changing a nappy
- Helping a child use the bathroom

### **After-**

- Using the toilet
- Handling animals/insects
- Gardening
- Messy play
- Coughing and sneezing.
- Cleaning the nose
- Wash children's hands after helping the child use the bathroom or changing their nappy
- Dealing with a sick child.

### **The following must be done:**

- Pull up their sleeves
- Wet hands under running water before applying soap.
- Apply soap and wash hands vigorously for 20 seconds. Children to count to 20 or sing the Happy Birthday song while washing their hands.
- Particular attention should be paid to thumbs, fingernails and between the fingers.
- Hands should be dried thoroughly after washing.
- Paper towels should be placed in the bin.

**Updated-June 2020**

**To be reviewed-June 2021**



**BRITISH SCHOOL OF TENERIFE**  
**EARLY YEARS-NAPPY CHANGING PROCEDURE**  
**A designated area away from play facilities or any food areas.**

- Ensure that appropriate PPE is worn during this procedure.
- Prepare changing area. Spray down the mat with anti-bacterial spray to ensure clean and germ free from previous child. Dry changing mat with disposable paper.
- Collect all items together that are required for nappy changing. Place a fresh sheet of white roll over the mat.
- Ensure the child washes their hands and then place the child on the nappy changing area. Under no circumstances should a child be left unattended.
- For children who are older but still wearing nappies, if needed there is a step ladder (Health and safety approved) for them to climb onto the changing table.
- Take off the dirty nappy and wipe away the worst of the mess with the nappy.
- Clean the nappy area with baby wipes or cotton wool. Clean gently but thoroughly.
- Remove and dispose any used wipes or cotton wool.
- Use a nappy barrier cream if needed.
- Put on clean nappy.
- Wrap the nappy in the disposable glove and then dispose of the nappy in the nappy bin provided.
- Clean nappy changing area using anti-bacterial spray and disposable paper.
- Wash the child's hands and take the child back into the room.
- If the child's clothes are dirty and need changing, rinse the child's dirty clothes with clean water and place them in a plastic bag. Ensure clean clothes are a child's own from home clearly labelled in a clear plastic bag.
- Plastic bags should be clearly labelled with child's name and placed outside under the fire escape stairs. Ensure this is collected and handed to parents when the child goes home.
- Complete nappy changing chart.
- Wash hands thoroughly-See Hand Washing Procedure.

**Updated June 2020**

**To be Reviewed- January 2021**



### **EARLY YEARS ACCIDENT PROCEDURE**

***Please remember that we can only apply water on any injuries.***

#### **MINOR ACCIDENTS**

- Attend to the child first, never leave the child unattended.
- If an ice pack is needed, then ask for someone to help you.
- Comfort the child.
- If a child bleeds the member of staff should use latex gloves and dispose of any tissues in a zip plastic bag.
- Complete the accident form-any staff witnesses and Head of Early Years should also sign.
- Ensure the parent/carer is informed on collection of the child and that the accident form is signed by them.

#### **SERIOUS ACCIDENTS**

- Attend to the child first, ask for help to call the Head of Early Years.
- Remove other children from the area.
- Do not move the child if you suspect back or limb injury.
- Comfort the child and do not leave the child unattended.
- If an ice pack is needed, then ask for someone to help you.
- If a child bleeds the member of staff should use latex gloves and dispose of any tissues in a zip plastic bag.
- The Head of Early Years will decide if the child needs further medical attention and will ask the office to contact the parents or an ambulance.
- If the child needs to go to a medical centre or hospital, a member of staff should call 112 immediately if an ambulance is needed.
- A member of staff will accompany the child in the ambulance.
- If the child needs medical attention but does not require an ambulance, then parents will be contacted, and two staff members will take the child to the hospital or medical centre and meet the parents there.
- The member of staff who witnessed the accident should fill the form for the insurance company with the secretary.
- When the accident is dealt with complete the accident form-any staff witnesses and Head of Early Years should also sign.
- Ensure the parent/carer signs the accident form the following day or when the child returns to school.

**The first aid box is located in the Nursery Bathroom-the only items contained in the first aid box are the thermometer, gloves and zip bags.**

**Ice packs are kept in the Freezer in the Early Years Kitchen.**

**Each class has an accident book, which is kept in the locked cupboard in the classroom.**

**During Covid 19 measures, if an accident occurs and a member of staff in the child's bubble can deal with it then staff members do not need to wear appropriate PPE. If the accident requires further steps from the Head of Early Years, then she will wear appropriate PPE whilst dealing with the child. All accidents will be recorded on the care diary section on Tapestry and parents will be asked to sign electronically.**

**Updated June 2020**

**To be reviewed when Covid 19 measures are removed.**



### EARLY YEARS

#### BUMP TO THE HEAD PROCEDURE

Children bump their heads frequently and, the majority of the time, the child will stop crying and continue with their play. However, a bump to the head is taken seriously and the child is always monitored after the incident. With harder knocks to the head there may be swelling, bruising, or maybe a cut. They may have symptoms such as a headache, nausea. If this happens, we observe closely.

If a child has a bump to the head

- Attend to the child first, ask for help to get an ice pack.
- Apply the ice pack and comfort the child.
- Inform the Head of Early Years.
- Look for signs of:
  - Paleness.
  - Loss of interest in their food.
  - Loses consciousness.
  - Complains of severe headache.
  - Have signs of dizziness.
  - Vomiting.
  - Any fluids discharged from their nose or ears.
- A decision will be made by the Head of Early Years whether the child needs hospital treatment and the parents will be informed.
- If the child needs hospital treatment, then staff will need to complete the insurance form with the secretary. This process should never delay the child's treatment or hospitalisation.
- If the child is fit to stay at school, parents will be informed of the incident, the child will be observed closely for the rest of the day and an observation form will be filled in every 20/30 minutes to ensure no changes in the child's behaviour.
- Complete the accident form-any staff witnesses and Head of Early Years should also sign.
- Ensure the parent/carer are informed on collection of the child and that the accident form and observation form is signed by them. An informative letter should be handed to parents informing them that their child has had a bump to the head and what symptoms to look out for.

Ice packs are kept in the Freezer in the Early Years Kitchen.

Each class has an accident book, which is kept in the locked cupboard in the classroom.

Any child that has a bump to the head needs to be checked by the Head of Early Years, whilst the child is being checked the Head of Early Years will wear appropriate PPE. All bumps to the head will be recorded on the Care Diary on Tapestry where parents will be asked to sign electronically.

**Updated June 2020**

**To be reviewed when Covid 19 measures are removed.**



### **Early Years Illness Policy and Procedure.**

It is our intention in Early Years to protect the health and wellbeing of all the children and the staff of the school by excluding any child or member of staff, who is ill or infectious.

We will not exclude children unnecessarily as we understand the need for working parents. It is at the Head of Early Years discretion whether or not to allow a child stay in school if they are showing signs of illness, even if there is no exclusion period or if this is after any exclusion period has passed or if a doctor has stated that they are not infectious. The Head of Early Years will need to take into account the demeanour of the child and whether they are well enough to participate in school activities.

#### **If a child becomes unwell at school**

We aim to make them as comfortable as possible until their parents or an authorised adult can collect them. We strongly believe that if a child is unwell, there is no place better for them than at home.

#### **Procedure**

- In a kind and caring manner, the condition of the child should be assessed.
- A member of staff should get the thermometer from the first aid box located in the Nursery bathroom and take the temperature of the child.
- The Head of Early Years should be informed of any sick children and will assess the child.
- If the child is unwell, the parents or emergency contacts will be contacted to collect the child.
- The child will be comforted by the Keyworker or lie down on a bed outside The Head of Early Years office until the parents arrive.
- If a child becomes seriously ill and needs medical attention before parents can collect them, the child will be taken to the Medical Centre accompanied by two members of staff.

**Clínica Vida - La Orotava**

**Calle Magnolias, 2, 38300 La Orotava, Santa Cruz de Tenerife**

**922 33 05 50**

#### **If a child has sickness or diarrhoea at school**

Children will always be dealt with in a respectful manner and made to feel as comfortable as possible.

#### **Procedure**

- The child should be taken to the nearest bathroom. If possible, all other children should be moved away from the area as quick as possible.
- A member of staff should always remain with the child.
- Another member of staff should clear up the mess.
- Once the child is ok, the child should be washed and cleaned. Refer to the cleaning and washing children procedure.
- The Head of Early Years should be informed.
- The parents or emergency contacts will be contacted to collect the child.
- The child will be comforted by the Keyworker or lie down on a bed outside The Head of Early Years office until the parents arrive.

- If a child becomes seriously ill and needs medical attention before parents can collect them, the child will be taken to the Medical Centre accompanied by two members of staff.

**Clínica Vida - La Orotava**

**Calle Magnolias, 2, 38300 La Orotava, Santa Cruz de Tenerife**

**922 33 05 50**

**If a child has a fever at school**

If a child shows a change in their behaviour or looks unwell.

**Procedure.**

- Take the temperature of the child using the thermometer located in the first aid box in the Nursery bathroom.
- If a child has a temperature, then it is important to keep them as comfortable as possible. The Head of Early Years should be informed.
- The parents or emergency contacts will be contacted to collect the child.
- The child will be comforted by the Keyworker or lie down on a bed outside The Head of Early Years office until the parents arrive.
- Encourage the child to drink water to prevent dehydration.
- Monitor the child regularly.
- Check the temperature every 10 Minutes until parents arrive as we are unable to administer medication.
- If the temperature raises quickly then the child should be taken to the medical centre accompanied by two members of staff.

**Clínica Vida - La Orotava**

**Calle Magnolias, 2, 38300 La Orotava, Santa Cruz de Tenerife**

**922 33 05 50**

**If a child has an asthma attack.**

Staff should deal with the situation in a calm manner.

**Procedure.**

- If a child seems to be having difficulty breathing, a staff member must always remain with the child and someone should call the Head of Early Years or the Early Years first aider.
- An ambulance must be called if the child appears to be under stress and having trouble breathing.
- If the child has an inhaler on the premises this should be administered as per medical form previously signed by parents. (Please read Medicine Policy)
- The parents or emergency contacts will be contacted.
- If a child requires an ambulance, a member of staff must accompany the child in the ambulance.
- If the child needs to go to the medical centre they must be accompanied by two members of staff.

**Clínica Vida - La Orotava**

**Calle Magnolias, 2, 38300 La Orotava, Santa Cruz de Tenerife**

**922 33 05 50**



### **It is the parent's responsibility to**

- Adhere to the exclusion requirements for each illness.
- Inform the school if a child has been unwell.
- Inform the school if the child has an illness.
- If a child is prescribed antibiotics, then the first 3 doses must be given at home before the child returns to school.
- If the child is sent home with a fever the child should remain at home for 24hrs.

### **Disease/illness Minimal exclusion Period**

**Diarrhoea:** defined by more watery stools - decreased form of stool that is not associated with changes in diet, and increased frequency of passing stool that is not contained in diaper or use of toilet. Children may return after 24 hrs once the reason for change in bowel has been resolved and if the change is not due to Salmonella, Shigelloses or E. coli infections.

**Vomiting:** Exclude if child has vomited two or more times in the previous 24 hours unless the vomiting is determined to be due to a non-infectious condition and the child is not in danger of dehydration. Children may return after 24 hours of the last time they vomited.

**Abdominal pain** (persistent): that pain continues for more than 2 hours or intermittent pain associated with fever or other signs or symptoms.

**Conjunctivitis** (Pink Eye): A child should be excluded only for bacterial conjunctivitis (red eyes, green or yellow discharge). They may return after 24 hours after the treatment has started Other forms do not need to be excluded (allergy or viral cause).

**Hepatitis A:** Exclude until 1 week after onset of viral illness or until after immune serum globulin has been given to children and staff in the program, as directed by the local health department.

**Impetigo:** Exclude until 24 hours after treatment has begun.

**Measles:** Exclude until 5th day after rash disappears or local health department states patient is non-infectious.

**Mouth sores:** Exclude if mouth sores are coupled with drooling or child is not able to participate.

**Mumps:** Exclude until 5 days after onset of parotid gland swelling.

**Pediculosis** (Head Lice): Please see the Schools headlice policy

**Pertussis:** (Whooping Cough) Children should be excluded until five days of appropriate antibiotic has been completed or until local health department states patient is non-infectious.

**Rash:** with fever and/or behaviour change.

**Scabies:** Children should be excluded until after treatment is begun.

**Streptococcal pharyngitis** (Strep Throat), excluded until 24 hours after treatment has been begun and child is able to participate.

**Tuberculosis:** Tuberculosis (TB) Exclude until the child's physician or local health department authority states the child is non-infectious.

**Varicella-zoster** (Chicken pox): Exclude until all the lesions have dried and formed scabs, usually within six days of onset of rash.

**Hand, foot and mouth disease** is a non-itchy rash that develops on the palms of your hands and soles of your feet. It can also cause ulcers in your mouth and make you feel generally unwell, although some people have no symptoms. The incubation period is 3-6 days, usually with full resolution of skin and mouth lesions within **7-10 days**.

**Threadworms** is Irritation around rectum at night which may wake child. It is contagious and can be spread by scratching bottom which then transfers eggs to mouth and objects touched. No need for exclusion but prompt treatment is necessary for the whole family and the school should be informed.

**Ring worm** can be found anywhere on the body and is round red areas with raised border. It is contagious, spread by scratching and material under fingernails whilst skin infection present. It is necessary to exclude until the treatment provided has been given.

**Slap cheek Syndrome** is also called fifth disease or parvovirus B19) is a viral infection that's most common in children, although it can affect people of any age. It usually causes a bright red rash on the cheeks. Children should be excluded from school until fully recovered as this is harmful to expectant mothers.

**Scarlet Fever** also known as scarlatina, is an infection that can develop in people who have strep throat. It's characterized by a bright red rash on the body, usually accompanied by a high fever and sore throat. The same bacteria that cause strep throat also cause scarlet fever. Children should remain at home until fully recovered.

**Tonsillitis** can feel like a bad cold or flu. The tonsils at the back of the throat will be red and swollen. A child can not be accepted into school until fully recovered and a course of treatment has been completed.

**Meningitis-** The school can not expect children unless they have been cleared by a doctor.

### **COVID 19 Measures**

#### **If my child is unwell**

- Any child who has taken any form of paracetamol or ibuprofen will not be allowed into school for 48hours after symptoms have ended.
- Any child who displays signs of a cold will not be allowed in school until 48hours after symptoms have ended and a negative test result.

#### **If my child becomes unwell at school**

- If a child begins displaying a continuous cough or a high temperature, they will be sent home to isolate per the government guidelines.
- A child awaiting collection will be moved to the isolation area where they will be isolated behind a closed area until the parent arrives
- If it is not possible to isolate the child, they will be taken to an area which is at least 2 metres away from other people. A window will be opened for ventilation.
- If a child needs to go to the bathroom while waiting to be collected, the bathroom will be cleaned and disinfected using standard cleaning products before being used by anyone else.
- The member of staff who attends to the child that is should wear appropriate PPE, they do not need to go home unless they develop symptoms themselves. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell.

- The area should be thoroughly cleaned, immediately if the area cannot be left unvisited, and if the area can be left unvisited then cleaned after 72 hours, the person responsible for cleaning the area should wear appropriate PPE
- In the event of a staff member developing suspected coronavirus symptoms whilst working at the school, they should return home immediately and isolate at home in line with government guidance.

**When can a child or staff member return to work after being ill.**

- If a child or member of staff becomes ill, then they must be tested. They will only be allowed back to school after a negative test result or appropriate isolation has finished.
- It is suggested that all other staff and children that have been in contact with them also get tested.
- If there is a positive test result, all other children and adults in that bubble must get tested and can only return after a negative result.

**Updated June 2020**

**To be reviewed when Covid 19 restrictions are removed.**



## **BRITISH SCHOOL OF TENERIFE EARLY YEARS MEDICINE POLICY**

### **POLICY**

**At the British School of Tenerife, we do not administer medication.**

Parents can administer prescribed medicines where possible before and after school. If a child needs medication during the school day, then parents should come to school at the necessary time to administer it themselves.

If a child has been prescribed antibiotics, then parents are asked to keep them at home for 24 hours after the Medication was first administered. Please see separate illness policy.

Inhalers will be administered if a child has breathing difficulties or asthma.

When a child enrolls at the school, parents are asked to complete the enrolment form where they must state if their child has any allergies or illnesses. They are also asked to complete an Early Years questionnaire which again asks them about allergies or illnesses.

Parents are asked to keep information up to date with the Key worker and school office.

### **PROCEDURES FOR ADMINISTERING INHALERS.**

If a child only has an inhaler on an 'as required' basis, the parent must complete the Inhaler Consent Form which must be in place before the child starts in Early Years. The signed letter is kept in the medicine file and a copy in the child's individual file.

Every term the keyworker must check that the inhaler consent forms are up to date and the information is still correct. If not, a new form should be completed.

If a child needs their inhaler during the day, then the school must contact the child's parents. If we cannot contact them then we will administer the inhaler as described on the inhaler consent form, the parent must be asked to sign the Medicine Form at the end when collecting the child.

- Only the Head of Early Years, will administer the inhaler.
- When a parent brings an inhaler in for their child, they must bring a paper from the doctor with the child's name on it and the dosage required.
- Parents must demonstrate to the Head of Early years how to administer the inhaler to their child. The Head of Early Years must follow these instructions at all times.
- The date of issue must be checked
- The inhaler is then placed in the cupboard above the sink in the Early Years kitchen.
- Parents must state the name of the inhaler, the dosage, time due and why the child needs the medication.
- Parents must also complete the time and amount the last dose was given at home before coming to school.
- The member of staff who takes the inhaler from the parent at the beginning of the day must sign the medicine form.
- When medication is administered the medicine form must be completed by the Head of Early Years with the correct information including time administered, who administered it and the signature of a witness.

### **HIGH TEMPERATURES**

If a child has a temperature of 38.0°C or over whilst at school the parents will be contacted immediately to collect the child straight away as we cannot administer medication. If the parents cannot be contacted, we will contact the next person on the emergency contact list.

Please see Illness policy.

### **NAPPY CREAMS**

Nappy creams are used as requested by the child's parents. Parents are asked to provide the cream, this must be clearly labelled with the child's name.

### **SUN CREAM**

Parents are requested to send suntan cream into school, this needs to be labelled with the child's name and stored in the child's box.

### **EPIPENS**

If a child attends school and must be administered an Epipen in the event that they have a severe allergic reaction the following procedure will be followed.

- The Epipen must be provided by the child's parents and kept in school.
- The Head of Early Years and all staff must receive training from either the child's parent or a medical professional. This ensures that if the child has to be administered the Epipen, there will always be someone onsite that can do so.

### **DIABETES**

Please see our separate Diabetes policy.

### **MEDICATION WHEN ON EARLY YEARS OUTINGS**

If the child is going out on a full day trip and uses an inhaler the inhaler must be kept with the class teacher. The Drug Control Form must be taken on the outing. The medication will then be administered in the same way as when a child is in the school.

Updated January 2020

To be reviewed in January 2021



### Early Years Food and Drink Policy

We regard mealtimes as an important part of the school day. As well as helping children learn about healthy eating, it is a social time for both children and adults. We offer children healthy, nutritious and balanced meals and snacks which meet their individual needs and requirements and have systems in place to manage food allergies and intolerances.

#### Dietary needs and requirements.

- When the children admitted at the school, parents are asked to fill in a questionnaire about their child. On this form parents should state whether if their child has any dietary needs or preferences, including any allergies.
- Children's dietary needs are kept on the inside of a locked cupboard in each classroom, so that all staff and volunteers are fully informed about them.
- Systems are in place to ensure that children receive only food and drink that is consistent with their dietary needs and requirements.
- Children are discouraged from sharing or swapping food with each other in case of children with food allergies.
- Staff must show sensitivity for children's diets and allergies. Staff should never use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We take care not to provide food containing nuts or nut products

#### Promoting healthy eating.

- It is important that children know the importance of a healthy diet.
- Children are provided with meals, snacks and drinks that are healthy, balanced and nutritious
- We provide and encourage children to eat fruit and vegetables and nutritious food for snacks, avoiding large quantities of saturated fat, sugar, salt and artificial additives, preservatives and colourings.
- On occasions we include foods for tasting from the diet of the children's varied cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- On occasions we do cookery activities as part of celebrating festivals and always take children's allergies into consideration.

#### Independence

Mealtimes should be a happy, social occasion for children and staff alike. Positive interactions should be shared at these times and enjoyed

- We provide a positive and welcoming environment with adequate equipment including seating arrangements. Children are provided with utensils that are appropriate for their age and stages of development.
- Mealtimes are a positive time to encourage children to eat well and develop good eating habits and social skills.
- Children are encouraged to serve food themselves and feed themselves to develop independence.

- We have fresh drinking water available for the children and encourage children to ask for water at any time during the day.
- Menus and information are displayed on the display boards in the Early Years department and on the school website.
- The children and staff wash their hands before the preparation of food and eating
- Food is never used as a punishment, or as a reward.
- We encourage children to relax and be calm while eating so mealtimes can be a pleasant social, learning experience.
- We encourage children to say please and thank you and show table manners.
- Children are encouraged by staff to try all foods, but children will never be forced to eat.
- Tables to be used for snack times or meals will be washed & prepared prior to the children sitting. Warm, soapy water, or anti-bacterial spray will be used.

### **Packed lunches**

At the British School of Tenerife, children are able to bring packed lunches.

- Parents should ensure packed lunches contain an ice pack to keep food cool; and hot food should be in a thermos to keep it warm, as food cannot be warmed at school. Food should be in plastic containers, not glass containers
- Parents should provide a healthy balanced diet and not send a packed lunch that consist largely of crisps, processed foods, sweet drinks or sweet products such as cakes or biscuits. We reserve the right to return this food to the parent (as a last resort)
- Parents should not provide food containing nuts.
- Food provided from home must be cut into the appropriate size and must not contain bones.

Updated January 2020

To be reviewed January 2021



### **Early Years Toilet Training Policy**

In a child's life toilet training is a very important milestone. During this process children should feel supported with guidance and reassurance to ensure that this stage of their development is a happy and successful one. During this process children require continuity, so it is essential that school and parents work together. We ask that parents talk to staff when they are thinking about toilet training their child as toilet training is a shared job and communication is essential.

#### **Signs children are ready for potty training.**

- Research shows that children cannot voluntarily use the muscles that control their bladder and rectum until they are at least 18 months old.
- Children tell you in advance that they are urinating.
- When a child has a dirty nappy, they complain about being uncomfortable.
- Between 18-24 months children may be aware when having a wee or a poo.
- Children that know what "wee" and "poo" are. We should talk about it when changing nappies.
- A dry nappy a couple of hours after the last nappy change would also be an indicator that he/she is developing some bladder control.
- When a child awakes from a sleep and the nappy is frequently dry.
- Children who are developed physically, able to walk and sit down on the toilet without help.
- Children are able to listen and follow instructions.
- Children who need little support to take their clothes off.
- Children can sit for a couple of minutes.

**Children do not have to show all the above signs, but the more there are, the more successful the process will be. Research shows that boys tend to be a little slower to gain control of their bladders and bowels than girls, so the child's gender should also be considered.**

The reasons are:

- Boys' nervous systems mature later
- Boys tend to be less sensitive to the feeling of wetness against their skin.

Toilet training is much easier when the child is ready. If the child has most of these skills, they are probably ready to start toilet training. If they do not have most of these skills or have a negative reaction to toilet training, wait a few weeks or months until most of the skills are checked off. Starting too soon can actually delay the process and cause tears and frustration.

#### **Toilet Training-The following procedure will be followed:**

- ALL staff will be fully aware of the child's stage of toilet training and regularly updated by the Key person.
- Parents must communicate to the key person any special requirements. If your child has a particular name for the toilet or if they prefer a potty.



- ALL children must be accompanied to the bathroom and supervised and supported during the toilet training stage.
- Reassurance and praise should be given at every step.
- Potties require immediate emptying and must be cleaned with an anti-bacterial spray.
- Children should then be advised and supported to wash their hands with soap and water and dry them thoroughly.
- All visits to the toilet will be discussed at handover with parents or written down on the parents' information sheet.
- If any child is struggling with toilet-training techniques, this will be discussed with the Head of Early Years, between staff and the child's parents
- Team members must be 17 or over and DBS cleared to perform toileting duties
- Ensure the toilet is clean before use and toilet paper is well stocked.
- If helping a child with toileting, a specific disposable apron and gloves on both hands should be worn.
- Encourage the child to remove necessary clothing and to sit on the toilet themselves.
- For a boy learning to wee in a toilet standing up, the staff member should never hold the penis. If for example the child stands too far away, a more appropriate method of help would be to gently push the child's pelvis from behind.
- A child should be encouraged to clean their own bottom (most children of toileting age are able to clean themselves after a wee), however if help is required (e.g. some children will need help after a poo), clean the child's bottom taking care to wipe from front to the back area and taking special care of folds in the skin. In the event of a child requiring assistance, care should be given to respect the child's right to refuse help.
- Should a child have a toileting accident, they will automatically be offered assistance to change or be changed by a member of staff. This will happen regardless of age, unless the parent has requested their child deals with such incidents personally.
- Encourage the child to replace their own clothes and flush the toilet, if age appropriate.
- Ensure the child washes their hands thoroughly with soap and warm water, dry them and let the child return to the classroom.
- Children, whose parents and keyworker have agreed to start potty training, will be prompted to sit on the potty throughout the day.
- At least 3 extra pairs of underwear and ample changes of clothing will be needed to support your child's potty training.
- Once a child is in pants, we feel it is confusing and counter-productive to put him or her in nappies or pull up nappies except for nap and overnight (as children's bodies may not be mature enough to wake up for the need to use the bathroom).

Updated January 2020

To be reviewed in January 2021



**BRITISH SCHOOL TENERIFE**  
**EARLY YEARS BEHAVIOUR MANAGEMENT POLICY**

At the British School of Tenerife, we believe that everyone in our Early Years setting should be in an environment which is calm and safe and where both children and adults should be treated with respect. We recognise that there should be clear and appropriate expectations for the children behaviour and that when children's Personal, Social and Emotional needs are met they are more likely to thrive and achieve.

As the children in the Early Years setting are young, we understand that this is the start of them understanding the views, feelings and wishes of others. They need time to learn that their behaviour and actions can have an effect on others, therefore it is the responsibility of the staff in the Early Years setting to provide a consistent and stimulating environment to meet all children's needs.

However, we also recognise that each child is an individual and develops in their own way and at their own rate.

At the BST we believe that building positive relationships between children, staff and parents is a priority. When the children start the Early Years setting the parents fill in a questionnaire about their child's developmental needs. This enables staff to have an understanding of the child, which will then help us cater for each child's individual needs.

This policy provides a range of strategies which can be used to promote positive behaviour as we aim to be consistent in our approach.

**AIMS**

**This policy should:**

- Be clear on the roles and responsibilities of the Early Years staff in relation to encouraging and promoting good behaviour.
- Be clear on the roles and responsibilities of the Early Years Staff in relation to discouraging unwanted behaviour.

**The aims of our approach to behaviour are:**

- The continuation and encouragement of good behaviour wherever possible.
- The children to develop good and positive attitudes towards themselves and others
- The children to adopt a good and positive attitude to learning.
- To agree and share what we consider to be unacceptable behaviour.
- To ensure children understand and respond to boundaries and behavioural expectations of the setting with encouragement and support.
- To safeguard children's emotional development and well-being
- To agree the Consequences and Sanctions when routines and boundaries are broken.
- To have a firm, consistent approach across the setting
- To ensure the involvement of parents at every stage

***The Lead Person responsible for Behaviour Management within the Early Years setting is Jenni Garnett (Head of Early Years)***

## **PROMOTING POSITIVE BEHAVIOUR**

It is important that we try to remain positive at all times. Each class is expected to follow the following strategies to reward and promote good behaviour.

NATURAL REWARDS  
STICKERS/STARS  
STAR OF THE DAY  
BADGES  
HEAD OF EARLY YEARS AWARD  
PRAISE ASSEMBLY

### **Natural Rewards**

Words of praise and reassuring smiles are frequently seen and heard in the setting. Extra privileges or responsibilities are given to children who have demonstrated positive and good behaviour.

### **Stickers**

Staff may award children with stickers or stars to reward them for effort and achievement.

### **Star of the day**

In Nursery and Reception each day staff will choose a child who has demonstrated good behaviour. The children will be awarded "star of the day" and they will be given a badge which they will wear during the day. Also, they will have privileges during the day e.g. first in the line, sitting on the special chair at group times.

### **Badges**

Reception children receive badges for good behaviour, trying hard, speaking English, being kind. They take the badges home to show and talk about them with the parents and bring them back the next day.

### **Head of Early Years Award**

Children may be sent to see the Head of Early Years to share examples of good work or good behaviour. They also receive a special sticker from the Head of Early Years.

### **Praise Assembly**

Praise Assembly is for children to receive praise and stickers and an opportunity for children to show good pieces of work. Children names will be added to the "golden book" when they have done something special and they will be presented with a certificate and have their photograph taken, which will be displayed on the golden book display for a week.

## **STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR**

- **Praise Children showing appropriate behaviour**

If a child demonstrates unwanted behaviour, in a positive tone ignore the child and praise another child who is sitting close who is displaying the correct behaviour.

- **State the positive**

Focus on the positive language and use words like 'do' rather than 'don't'.

- **Offer a choice** Provide children with a choice, if they are in a disagreement with another child. Offer them the same thing but in a different colour.

- **Divert children's behaviour**

To prevent a situation from becoming worse it is important that staff intervene to avoid an incident resulting in an aggressive attack or a child hurting himself or another child.

- **Explaining rules**

Early Years staff should always aim to explain the reasons behind what is expected behaviour as at times children do not understand what is expected of them.

## **POSITIVE LANGUAGE**

To encourage positive behaviour and discourage unwanted behaviour we understand that a positive reaction is the best and most effective way to achieve this.

- Physical comfort
- Warm tone of voice for specific praise and encouragement.
- Attention

### **PROCEDURES FOR DEALING WITH INAPPROPRIATE OR CHALLENGING BEHAVIOUR**

#### **PSED Incidents: unwillingness to share, uncooperative child.**

Sometimes, young children need time to learn to consider the views and feelings, needs and rights of others and the impact that their behaviour has on people, places and objects. We recognise that this is a developmental task that requires support, encouragement, teaching and modelling of what is positive and considerate behaviour. We recognise that some children may not have a good understanding of English, so we may have to reinforce in their language.

#### **Unwillingness to share**

- Give children permission to finish playing with a toy before being expected to hand it over to another child.
- Structure turn-taking (use of a sand timer if needed)
- Praise children for being 'kind' when they willingly share equipment.

#### **Uncooperative child**

- Give plenty of warning of activity or changes.
- Use auditory or visual prompts to pre-warn children.
- Find steps to help the child join in slowly.
- Provide a more appropriate activity.

#### **Tantrums**

As a child develops it can be normal for them to have tantrums. When dealing with a child who is having a tantrum, staff should remain calm and follow the following strategies:

- Ensure the child is safe by moving away objects that may cause an injury.
- Do not try to talk or reason with the child at this stage until he/she has calmed down.
- Talk calmly and in a reassuring manner by saying, 'Don't worry (child's name). It will be ok.'
- If it is appropriate, hold the child gently.

(If a child is prone to tantrums staff need to try to identify the triggers.)

#### **Destructiveness**

- When a child has broken an item, it is important that staff point out that this behaviour is not acceptable, and we should explain the expectations within our setting.
- If a child has destroyed or damaged something another child is working on, encourage the child to reconstruct or clear up what he/she has done.

#### **Verbal Incidents: swearing, racist or derogatory comments**

- Staff should reinforce expectations by saying in a firm voice, '(Child's name) No thank-you! We don't use those words here.'
- Praise child's use of appropriate language.

All of the above incidents should be recorded on an Incident sheet and staff should inform parents.

**Biting**-Please see separate biting policy

#### **Physical incidents: fighting and conflict, biting, kicking, hitting, pinching, hair pulling, scratching, tantrums, destructiveness.**

Unsuitable physical behaviour should be interrupted and stopped in a calm manner.

The following steps should be followed to support and help all the children involved.

- \* **Approach Calmly** –Breathe and go down to the children’s level and place yourself in-between them. If an object is involved in the conflict, remove the object
- \* **Acknowledge Feelings** –Ask the children to talk about how they are feeling.
- \* **Gather information** –Staff should speak to each child, trying to find out what happened before making assumptions.
- \* **Ask for ideas for solutions and choose one together.**

Staff should ask the children how they think we could resolve the situation by asking open ended questions.

### **Repeated incidents of physical harm**

The Head of Early Years will work with the class teacher and with parents, if a child continues to cause physical harm to others. The information from the completed Incident Reports will be used to decide the best course of action to take which may involve contacting outside agencies.

### **Physical Intervention**

‘Physical intervention should only be used in exceptional circumstances.

- To manage a child’s behaviour to prevent personal injury to the child, other children or an adult,
- To prevent serious damage to property

Where physical intervention is used to manage a child’s behaviour it should be recorded, and parents/carers informed about it on the same day.’

**Bullying**-In Early Years, we follow the school’s Anti-Bullying Policy.

### **CONSEQUENCES AND SANCTIONS**

Consequences and sanctions are used as a last resort once the strategies outlined have not made a difference to a child’s behaviour, we tell children ahead of time what will happen if they choose to behave in a particular way. If a child continues to demonstrate inappropriate behaviour they are given a warning and thinking time. (e.g. 1 minute per year of age). The adult may say; ‘I cannot let you hit/bite/kick.’

If a child continues to display inappropriate behaviour the next sanction would be to remove the child from the immediate environment and spend time in another area e.g. another room in the Early Years setting.

### **LEVELS OF CONSEQUENCES**

When a child demonstrates any unwanted behaviour, we have levels of consequences. During these levels we always stay in control.

- We NEVER use physical contact as a means of punishment.
- We DO NOT shout, frighten or threaten children and they should be calmly spoken to.
- A firm voice maybe used to alert the danger, or unwanted behaviour.
- All children are listened to and staff do not make any assumptions based on the child’s “Historical Behaviour”.
- Use words such as “kind/ unkind/ sad/ happy”
- We do not use the word “naughty”
- Time-out should be the last resort unless their behaviour is serious.

#### ***Level 1***

- Ignore mild behaviour. If a child does not get attention for a behaviour, he/she will often stop doing it.

#### ***Level 2***

- Use distraction. Try redirecting the child to another behaviour, toy, or activity. Humour can also be used as a distraction tool.

- "Calming time." Giving the child a quiet activity (drawing, colouring, puzzle pieces, etc) can calm them better than simply sitting a time-out

### **Level 3**

- Warnings. When unwanted behaviour is observed the child is given a clear warning. The behaviour is spoken about and explained with the child at their level, so that they understand that their behaviour is not acceptable.

### **Level 4**

- Time-out. This involves sitting the child in a quiet area for no longer than 2-3 minutes. The child should not be isolated. This is to allow them the chance to calm down. For older children, this will be a time to think about what they have done.

### **WORKING WITH PARENTS**

Parents can and should be our greatest allies. We need to keep them informed about their children. If they only hear bad news they will avoid us. If we do need to tell parents bad news it should be done without an audience. Public praise and private criticism is a useful reminder.

Parents can be contacted by phone or personally at the beginning and end of each day. We do not name any other children involved in any incidents.

If their child has been on time out then this should be made clear to the parents but done so with a sandwich approach positive, negative, positive.

If behaviour is on-going, we will invite parents in to have a meeting with the child's teacher to establish what methods may best suit the child and to find out any background information to what may have caused the unwanted behaviour.

**Updated January 2020**

**To be reviewed January 2021**



## **BRITISH SCHOOL TENERIFE** **EARLY YEARS BITING POLICY**

Children biting other children is one of the most common and difficult behaviours to deal with, it can occur without warning and can be frightening for the children involved as well as parents and staff. This should always be dealt with in a sensitive way as it can be a concern for parents.

Biting happens for different reasons, this is part of some children's development and can be triggered when they do not yet have the words to communicate their anger, frustration or need.

At the BST we follow our positive behaviour policy to promote positive behaviour at all times.

### **Aim**

We aim to act quickly and efficiently when dealing with any case of biting.

We will treat each incident with care and patience.

We aim to provide a wide selection of stimulating resources that children can explore to prevent biting.

### **Working with parents**

- Staff should acknowledge that biting incidents can cause parents a great deal of distress and worry, and staff need to be sensitive and supportive at all times.
- Working in partnership with parents/carers is a key factor of any successful Behaviour Management Strategy.
- Staff should involve parents/carers at every step of the way and explain that the policy should be implemented in the home as well as in the Early Years setting.

### **Reasons why children might bite**

Biting can happen for different reasons with different children under different circumstances. Staff should be aware that there can be a number of reasons which can cause children to bite and should work as a team to identify these and reduce them.

- **Curiosity** – A young child may simply want to touch, smell and taste other people to learn more about the world around them and they do not know the difference between chewing a toy and biting someone.
- **Teething** – swelling gums can be painful and cause discomfort; this can be relieved by biting or chewing on something.
- **Attention** – Children of a young age lack the skills to deal with certain situations such as the need to get an adult's attention. Children like to be centre of attention and if they are in a situation where they feel they are not receiving enough attention; they could bite as biting another child gets a quick and immediate response.
- **Frustration** – There can be a number of reasons why children become frustrated and bite.
  - If children have to wait for long periods of time.
  - Wanting to do something alone but not quite managing the task.
  - Not having the vocabulary to express themselves clearly.
- **Environment** – Children may become frustrated in an environment that does not prove challenge or stimulating.
- **Not having their needs met** – if children's emotions are not met or if they are tired, hungry or uncomfortable they may express themselves by biting.

- **Threatened child**

Young children who feel that they are in danger may bite in self-defence. If a child tries to take their toy or they are in unfamiliar surroundings then a young child may bite to take control of the situation.

- **Power**

Some children have a need for control. When they see the response they get from biting, their behaviour may be reinforced they may do it again.

### **3. Potential strategies to support the management of biting incidents**

Staff may need to increase the supervision of a child who is biting; this does not necessarily need to be one to one. It could be during particular times of the day, or by simply reducing the number of large group activities provided.

- Staff should make sure a child who is biting received significant encouragement when displaying positive behaviour, and avoid excessive attention following an incident.
- Staff should evaluate the routines and judge whether it is meeting the needs of the child. A good quality routine should provide experiences and activities both indoors and outdoors that have no waiting times.
- Staff should plan activities which help release frustration such as physical outdoor play and malleable experiences like play dough, gloop etc
- Staff should provide cosy areas for children to relax in and activities which release tension such as splashing in water, digging in sand and using sensory equipment.

### **Procedure**

In the event of a biting incident:

1. The child who has been bitten will be the priority and should be comforted and given reassurance.
2. Check for any visual injury. If there is a bite mark, this should then be washed with warm soapy water.
3. If the skin is broken:
  - Staff should wear gloves.
  - If the wound is bleeding it should be allowed to bleed as covering the wound can increase the risk of infection.
  - Apply ice pack.
  - The Head of Early Years should be informed, and the parents will be contacted and given the opportunity to go to the doctor using the school's insurance.
4. If the skin is not broken.
  - Wash with soap and water.
  - Apply ice pack.
  - Staff should wait 45/60 minutes and then check if there is bruising or a bite mark still present. If there is no obvious mark or bruising this can then be discussed with the parents/carers at collection time.
  - If after 45/60 mins the bite has left the child with a bite mark or bruising, then the Head of Early Years should be informed, and a decision will be made if to contact the parents
5. The staff member who witnessed the incident fills in an incident form for the biter and the accident form for the child who has been bitten.
6. The Head of Early Years must be informed of all biting incidents.
7. Wherever possible the child who has bitten should have their behaviour managed



and the consequence of this behaviour should be explained in a way which is appropriate to the child's age and stage of development.

- The child who has caused the bite will be told in terms that they understand that biting (the behaviour and not the child) is unkind, hurts and will be shown that it makes staff and the child who has been bitten sad. The child will be asked to say sorry if developmentally appropriate or develop their empathy skills by giving the child who has been bitten a favourite book or comforter. e.g. personal object
- If a child continues to bite, observations will be carried out to try to distinguish a cause, e.g. tiredness or frustration. Meetings will be held with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault.

8. The parents/carers of the child who has bitten another person should be informed at collection time; this must be handled in a sensitive and confidential manner and not discussed openly in front of other parents/carers and children. Parents/carers may ask you the name of the child who has bitten or been bit. Staff must explain that they cannot disclose this information as confidentiality must be maintained. Also, the parent of the child who has been bitten must be told and asked to sign the accident form.

**Updated January 2020**

**To be Reviewed January 2021**



### HEADLICE POLICY

Head lice are very common in young children especially in a school environment, Head lice can affect people from any background and it does not imply a lack of hygiene or cleanliness of the infected person. They are picked up by head-to-head contact and, because children regularly come into close contact with each other, head lice can move freely from head to head.

In order to prevent others becoming infected, we feel it is important that staff and parents follow the following protocol to manage confirmed cases of Head lice and prevent them spreading.

Head lice love all types of hair, we ask that all children and parents are sensitive and understanding towards the child.

- We ask that head lice are treated immediately they are found to prevent cross-infection to other children.
- We ask that all children with long hair wear their hair up to prevent the spread of head lice
- We ask that parents check their children's hair once a week with a special head lice comb to aid early detection.
- We ask that parents inform us immediately if they have discovered that their child has head lice.
- We ask that parents vacuum floors and furniture (including car seats) and wash bedding, clothes and towels as head lice can live up to 24 hours on non-human surfaces.
- We will provide information on the effective treatment and detection of head lice
- We will inform all parents in each year group if there is a case of head lice but, to respect confidentiality, we will not name the child/children affected.
- We will assist in the prevention of head lice by ensuring that younger children (especially in Early Years and Primary) only use their own hairbrushes and combs and that the play dressing up hats are regularly cleaned.

#### **When head lice cases are confirmed**

- We will telephone the child's parents and **ask** them to come and collect their child so that they can be taken home to treat the head lice.
- We will make it clear that children can return to school after the child has been treated.
- We will also send an information letter (Appendix 1 Informative letter sent to parents.) to all parents within the year group to advise them of a confirmed case of head lice and to explain how to treat their child's hair.
- We will make sure that a child will be checked out of view of other children.
- We will ensure the child is not isolated.
- We will ensure that parents are informed away from other parents or children.

**February 2020**

**To be reviewed in February 2021**