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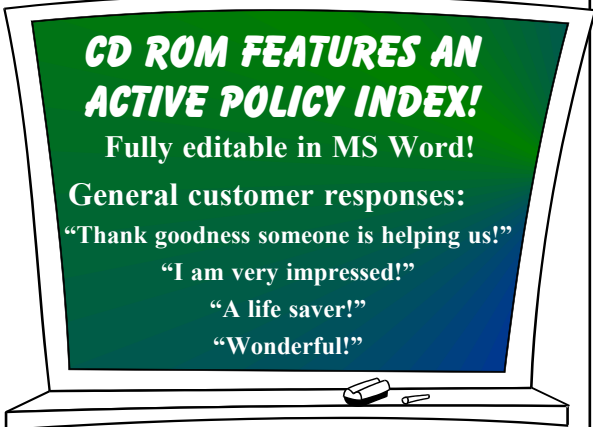
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Version 5 of our outstanding Nursery policies features a new policy on Food, Drink & Healthy Eating and covers diverse issues such as 'EYFS', 'Child Protection', 'Home-School Partnership', 'Gifted & Talented' and 'Security - Buildings & Personnel'. The two sets provide a total of 58 policies and represent outstanding value for money and cover all aspects of Nursery Education and Nursery Management. SSER policies provide you with the most time efficient and cost effective way of developing policies and action plans. Some policies have sections specifically written for parents.

Deriving the structure for a policy can take as long as the discussion/writing process - we can save you that time!

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_____ SCHOOL – EARLY YEARS FOUNDATION SCHEME
**CREATIVE DEVELOPMENT**

These aims and objectives relate directly to the general aims of the Nursery. Fundamental to the aims of the Nursery being achieved is a realisation that the learning and development of a child is a partnership between parents, teachers and the child. As appropriate, the aims and objectives for Creative Development relate directly to those of the Nursery, and to the requirements of the EYFS for children's learning at the foundation stage.

To be consistent with the conception employed in the EYFS documentation, Creative Development should be interpreted here as art, music, imaginative play, dance and stories.

**AIMS:**
Collectively, implementation of the above activities and the Scheme of Work will allow us to achieve the following aims:

1.i. To stimulate and/or maintain children's curiosity, interest and enjoyment in creative work and to use a widening range of materials, tools, imaginative and role play, movement, designing and making, and a variety of songs and musical instruments to communicate and express ideas, thoughts and feelings.
1.ii. To facilitate children to use their imagination with increasing ability through art, music, dance, stories and role play.
2. To enable children to be familiar with a body of knowledge, skills, and vocabulary, children should become confident and competent in:
   i. producing creative work and using their imagination in art and design, music, dance, imaginative and role play and stories.
   ii. responding in a variety of ways to:
- what they see, hear, smell, touch and feel;
- works produced by others;
- features of the natural and man-made environment.
   iii. using voices and instruments to participate in music making.
   iv. recognising and exploring how sounds can be changed.
   v. singing simple songs from memory.
   vi. recognising repeated sounds and sound patterns.
   vii. matching movements appropriately to music.

3.i. To introduce children to Art, Music and Dance as:
- major cultural features;
- part of a wider body of knowledge and skills, e.g. work both independently and co-operatively.
3.ii. To develop an awareness in children of:
- the implications of creative work (past and present) individual and the local, national and international communities;
- the significance of creative work and to value it as an important, pleasurable and fundamental realm of human experience.

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_____ SCHOOL
**SECURITY - BUILDINGS & PERSONNEL**

**PREFACE**
This policy is designed to help Headteachers, teachers, governors and others to ensure that premises, contents and people are safe and thereby forms an integral part of the School's Health and Safety policy. Employees must be aware of, and implement this policy, which sets out principles and a management structure and which is also concerned with the issues such as:
- the personal safety of pupils and staff;
- daytime and night-time security;
- the prevention of crime and vandalism – including security measures such as CCTV, alarms and locks;
- visitor procedures;
- removing trespassers.

Many agencies, and in particular the local police force have helped in constructing this policy and indeed continue to offer ongoing support and advice, e.g.
- through joint arrangements established with the LEA;
- from our local crime prevention/reduction police team and our school liaison officer;
- through crime prevention design advisers or architectural liaison officers.

This policy conforms to the legal framework set out in four key acts of parliament but is not definitive and as such should not be taken as an authoritative interpretation of the law:
- *The Health and Safety at Work Act 1974* (HSW Act) gave employers a legal duty to ensure, so far as is reasonably practicable, the health, safety and welfare of their employees at work.
- *The Management of Health and Safety at Work Regulations 1992* required employers to assess the risks to employees and to make arrangements for their health and safety by effective:
   i. planning;
   ii. organisation;
   iii. control;
   iv. monitoring and review.
covered should, where appropriate, include the need to protect employees sure to reasonably foreseeable violence.
*...ng of Injuries, Diseases and Dangerous Occurrences Regulations 1995* *...required* employers to notify their enforcing authority in the event of an ...rk to any employee resulting in death, major injury or incapacity for ... for three or more days. N.B. This includes an act of non-consensual ...ence done to a person at work.
*...epresentatives and Safety Committees Regulations 1977 (a)* and *The ...d Safety (Consultation with Employees) Regulations 1996 (b)* required ...inform, and consult with, employees in good time on matters relating to ...alth and Safety. Employee representatives, either appointed by recognised ...ions under (a) or elected under (b) may make representations to their ...ployer on matters affecting the health and safety of those they represent.

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_____ SCHOOL – PASTORAL CARE
## CHILD PROTECTION

**SECTION 2**      **AIMS AND OBJECTIVES**

**Aims:**
1. The School aims to provide pupils with relevant information, skills and attitudes to help them to resist abuse and prepare for the responsibilities of adult life including home and family. Together with these skills we hope that pupils will feel confident they can confide in staff on issues of neglect, abuse and deprivation.
2. To allow staff to be familiar and confident with the appropriate child protection procedures and issues. This policy is intended to give clear guidance to all staff, teaching & non-teaching on:
   i. the signs that may indicate the possibility of abuse;
   ii. the procedures to follow if a child discloses abuse or a member of staff suspects abuse.
3. To work with parents to build an understanding of the School's responsibility to ensure the welfare of all children and a recognition that this may occasionally require cases to be referred to other investigative agencies as a constructive and helpful measure.
4. To monitor children who have been identified as 'at risk'.
5. To contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies and schools - thereby contributing towards a more effective detection of the incidence of child abuse.
6. To review the School procedures and improve the way child protection issues are managed.

**Objectives:**
These objectives relate directly to the six aims of this Child Protection Policy at _____ School and are intended to show how the aims are actually put into practice.

1.   i. The skills will be delivered through the Curriculum and especially via Pastoral and Social Education (PSHE).
   ii. We try to create an environment and ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk and they are listened to.
   iii. We provide suitable support and guidance so that pupils have a range of appropriate adults whom they feel confident to approach if they are in difficulties.
   iv. We use the Curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
   v. Staff treat the children with respect and all pupils are expected to treat each other and staff with respect.
   vi. We look carefully at the role models the School offers pupils through staffing, materials used, selection of curricular content and other experiences.
   vii. We try to impress upon pupils the importance of rejecting violence as a means of resolving conflict.
   viii. We regularly review and evaluate our school policies and practices of social control and behaviour modification.

_____ SCHOOL - INCLUSION
## ANTIRACIST/ANTISEXIST - GENDER/MULTICULTURAL ISSUES

**ETHOS:**
The School stands against and all forms of discrimination on the grounds of gender, race, origin, religion, or disability.

Whatever the nature of the local community, pupils are growing up in a wider multicultural and multiracial society where they are subject to various attitudes towards minority groups, and also certain images of these groups portrayed by the media. Racial prejudice and hostility exists as much, or more, in the 'all-white' parts of Britain as in the multiracial areas.

**AIMS:**
1. To promote justice, equality of opportunity and fair treatment for all and thereby allow all pupils, irrespective of their gender or ethnic origin, to achieve the level of success and self respect which they deserve.
2. To establish an environment where school becomes effective in reducing prejudice and raising self esteem.
3. To prepare children for living in a complex multicultural society.
4. To promote an understanding of a variety of cultures, valuing the positive contribution these make to the community, e.g. pupils should understand the differences in dress, hairstyles and diet. Parents can be fully involved themselves in cooking foods, from a variety of cultures, for children to taste.
5. To provide a safe and welcoming place for all of its members.
6. To provide an environment where sexist/racist assumptions, attitudes and behaviour are continually challenged.
7. To contribute towards imparting a sense of citizenship in the pupils.
8. To support the Local Education Authority in its anti-sexist and multicultural policies, and to take the appropriate action to deal with any form of sexism or racism within the School.
9. To adopt the view that cultural diversity is a positive advantage. Pupils are often the most valuable multicultural resource in the classroom. Pupils' own experiences of festivals, food, dress, etc. should be shared.
10. To recognise that the pupils themselves are often the most important multicultural resource within the classroom and that their experiences are valued and shared.
11. The teachers will, by careful use of language and choice of resources, avoid reinforcing stereotypical views of society.
12. The school will continually review their schemes of work in the light of this policy with respect to content, methodology, aims and resources.

The School aims to provide equal opportunities for pupils within a broad, balanced curriculum, which does not discriminate against them because of gender, race or ethnic origin.

1. We endeavour to ensure that our curriculum and resources:
   a. reflect the interests of both boys and girls;
   b. discourage either gender or any ethnic group from dominating sessions. Effective, active classroom management can reduce most of any 'domination' problem;
   c. value equally the experiences of both girls and boys;

_____ SCHOOL - SCHOOL POLICIES
## PROBLEM SOLVING, REASONING AND NUMERACY

These aims and objectives relate directly to the general aims of the Nursery. Fundamental to the aims of the Nursery being achieved is a realisation that the learning and development of a child is a partnership between parents, teachers and the child. As appropriate, the aims and objectives for Problem Solving, Reasoning and Numeracy (PSRN) relate directly to those of the Nursery and the broader requirements of the EYFS.

**Aims:**
1. Allow children to develop appropriate numerical ideas, methods, skills, principles and vocabulary.

2. To maintain and/or stimulate lasting curiosity, interest and enjoyment in numeracy so that they:
   • use their developing understanding of numerical ideas and methods to solve practical problems;
   • readily turning to numerical concepts in their play and learning;
   • develop an understanding of numeracy in its widest context and to see how it relates to everyday life.

3. To employ teaching methods and resources that allow all children (irrespective of their gender, ethnic origin, academic ability, etc.) to:
   • have equal access to Problem Solving, Reasoning and Numerical ideas and to experience success and enjoyment in their work;
   • work independently and as part of a group in a variety of activities, so as to develop the ability to talk about their experiences and listen attentively to others;
   • develop personal qualities such as politeness, initiative, empathy, self confidence, concentration and independence.

**Objectives:**
These objectives relate directly to the three aims of the Nursery for Problem Solving, Reasoning and Numeracy and are intended to show how the aims are actually put into practice.

1.a) A curriculum which works towards achieving point 9 on the EYFS assessment scales on entry to compulsory education is used as a basis for the PSRN scheme of work. Teachers encourage children to recall and apply their knowledge and skills in familiar and unfamiliar situations.

1.b) Children should learn the following skills:
   • use everyday objects to match, sort, compare, order, sequence and count;
   • recognise (by name), sequence and use the numbers 1 to 10 in familiar contexts;
   • visually recognise the numerals 1 to 9;
   • count up to 10 everyday objects;
   • be familiar with numbers larger than 10;
   • be able to estimate when appropriate;

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## SCHOOL - STAFF
## PERFORMANCE MANAGEMENT & STAFF APPRAISAL

**SECTION 1      INTRODUCTION**

For the purposes of Performance Management the staff are divided into teams. Each team has a focus on effective teaching, allowing teachers and their team leaders to review priorities within the school development plan and to set objectives which will benefit pupils, teachers and the School.

Performance management makes effective use of the workplace as a place of learning and professional development for all staff. It is a way of helping schools improve by supporting teachers' professional development needs both as individuals and as members of a team. Performance management is about enabling teachers to be effective professionals, about developing their knowledge and skills in a focused way. Arrangements for performance management will link it firmly to other policies designed to raise pupil achievement.

The School is committed to raising the achievement of all who learn and work here. As a learning organisation the School works towards all staff and pupils reaching their full potential. Staff training and continued professional development are part of the Performance Management cycle and are given high priority within an atmosphere of trust and support - which enables staff to plan, share and evaluate their work. The Performance Management system is well integrated into the School's improvement goals and is complimentary to the systems of monitoring/evaluating and reviewing. Performance Management takes place in a clear cycle, setting prioritised and SMART targets linked to outcome targets for pupils. The school has clear standard criteria for what constitutes 'quality' in each area of the curriculum. These 'quality' criteria are reviewed and evaluated by each team as part of the Performance Management cycle.

**Aims**

Performance Management is making effective use of the workplace for the learning and professional development for all staff. In so doing the Performance Management process aims:

1. To support the effective implementation of other policies designed to raise pupil and staff achievement and other relevant aspects of the School's aims and objectives.
2. To contribute to the valuing and nurturing of the work produced by every individual (staff and pupil).
3. To enable teachers:
   i. to work in an environment which encourages and enables personal and professional development to take place;
   ii. to have their training, development and career needs individually identified and supported and linked to specific targets and the School Development Plan;
   iii. to be more effective professionals with appropriate knowledge and skills e.g. to gain further/higher levels of academic/professional qualifications or more simply to enhance teachers' own general learning opportunities;
   iv. to play a full role in creating a learning culture at the school and thereby to improve pupils' achievements and the quality of their education.
4. To facilitate the monitoring of teachers' progress and improvement and not to form part of disciplinary or dismissal procedures.
5. To publish standard documentation for use by all staff to ensure fairness and consistency and have regard to equality of opportunity for staff to achieve their full potential. Staff must not be discriminated against because of their age, disability,

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## SCHOOL
## HEALTH AND SAFETY POLICY

The Health and Safety of all employees and all other persons who use the School premises is a major concern for the School. The Governing Body recognises that achieving and maintaining high standards of safety requires that the School's management, staff, pupils, visitors and contractors are aware of and discharge their respective responsibilities. The Health and Safety at Work Act 1974 requires all staff, including supply staff and contractors working on the School premises, to conduct themselves in a manner in which they pose no risk to their own or any other persons Health and Safety. Other persons includes staff, pupils, and visitors to the School.

The School's Health and Safety Policy should accompany and compliment that of the LEA and the County Council. These policies should be included as part of the School's Health and Safety Policy statement. In considering these various policies, it should be recognised that as a County School, the LEA is the employer of the School's staff and retains overall responsibility for Health and Safety.

The School will:

i. provide a safe and healthy working/teaching/learning environment in compliance with, or improving upon statutory requirements;
ii. maintain the cleanliness and state of repair of the building;
iii. provide safe systems of working to ensure, so far as is reasonably practicable, the health and safety at work of all staff/pupils;
iv. provide safe plant and equipment;
v. manage and maintain the use of personal protective equipment;
vi. provide adequate information and training on Health and Safety at work and fire prevention and ensure that all employees, pupils, contractors, visitors and others follow the School safety procedures, e.g. Health and Safety notices will be displayed at the following points within the School: Hall, Office, Notice boards, Entrance areas, Library, Staff/Community toilets;
vii. provide safe storage for dangerous materials and substances;
viii. provide adequate statutory first aid facilities;
ix. establish, practice and maintain effective emergency evacuation procedures. If the School is used for community activities outside of the School day variations to emergency procedures will apply. These should be included in this policy. It is advisable to work closely with the Fire service in such a case and comply with all of their requirements, e.g. a sign for the position of the nearest working phone should be prominent. The fire warning signal is a continuous ringing of the bell - see Appendix ____ for Fire Arrangements, and Appendix _____ for location of fire extinguishers, break glasses and location of zone panel;
x. provide consultative measures to monitor and review the effectiveness of Health and Safety measures;
xi. carry out detailed reporting and investigation of all accidents and dangerous occurrences to persons and/or property to prevent a recurrence;
xii. liaise with the County Council, LEA, and Health and Safety Executive and other official bodies with the aim of improving all aspects of health and safety at work.

## SCHOOL
## DISPLAY POLICY

**Principles:**

The quality of display work within a school has much to say about the values and ethos of that school. This policy is written giving due consideration to the following principles:

i. that the visual appearance of the School contributes to its image, and ethos;
ii. that the displays in the public areas of the School should reflect its life, work and values;
iii. that the displays in question should be educative, informative and visually stimulating, not only for the School's population, but also for its numerous visitors;
iv. that such displays may have a positive effect on pupils' interest and motivation;
v. that pupils and others tend to respect and to look after an environment that has a pleasant, orderly and cared for appearance, and one that they or their peers have helped to create.

**Considerations:**

i. displays should be related to the recent, current or impending learning of pupils;
ii. displays should be labelled in order to identify the work by name and to indicate the learning with which the display is concerned;
iii. displays should be neat and tidy and well-arranged;
iv. displays should be well-maintained, and modified or dismantled when they have 'run their educational course', rather than being allowed to 'age' or disintegrate;
v. displays should be made secure when any valuable items are included, at those times when a room or the School premises generally, are at their most vulnerable.

**Displays In Classrooms & Specific Teaching Areas Of The School**

As a general rule staff have one room/area in which they carry out most of their teaching and so they are individually responsible for the displays in that room/area. Typically, displays in classrooms will contain one or more of the following:

i. designs and work produced by pupils who normally use the room;
ii. collections of natural or made foodstuffs, often from different countries and cultures;
iii. collections of natural and synthetic forms and structures.

All displays in the teaching areas/rooms are designed and produced on the general understanding that they should serve to promote an educative and a visually stimulating environment. In addition, any display is mounted with one or more specific purposes in mind which predominantly include:

i. to show exemplary work of a particular kind (in terms of approach, imagination, technique, skill, use of materials, etc.);
ii. to display examples of co-operative work, i.e. work produced by either a small group or contributed to by the whole class;
iii. to show the entire range of responses to a common starting point, irrespective of their nature and quality, by one or more pupil groups;
iv. to reward a pupil or pupils for outstanding effort and progress, relative to their previous achievements;
v. to act as teaching and learning aids. (While some displays may be mounted specifically as teaching and learning aids, teachers are encouraged to use any display, or any item within a display, in that capacity);

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