



ST EDMUND'S SCHOOL CANTERBURY



PRE-PREP

Parent Handbook

Welcome to St Edmund's Pre-Prep School

Dear Parents,

I would like to extend a warm welcome to you and your family. I very much hope that your time with us will be happy and successful.

At St Edmund's we look to captivate the imagination of each child, inspiring them to want to know more. We tailor our teaching style to the needs of individual children so they can all experience the joy of learning.

Creativity is at the heart of all that we do. We are child centred and make sure that our children are given the time and space to develop their creative capabilities. We nurture in our children the confidence and ability to use their imaginations, ask questions, empathise, and problem-solve.

We are a kind, supportive and caring community who work together to make sure everyone feels happy, supported, understood and self-confident. We have a strong social conscience and seek to make a positive contribution to our community and wider society.

We are also ambitious for our children and have high standards, working hard to achieve them. Our children benefit enormously from being part of a larger school. Not only do we have specialist language, sport, and music teachers but we also use the Junior and Senior School facilities.

The aim of this handbook is to explain our routines and procedures to help your child settle in quickly and confidently. It is also a useful book to refer to throughout the year. For the purposes of this handbook, the term Parent is used to mean anyone who has responsibility for a child in our Pre-Prep.

If you have any queries or concerns at any stage, please do not hesitate to approach me or your child's teacher.

I look forward to your family joining our school community at this exciting stage in your child's development.

Best wishes,

Sarah Bartholomew
Head of Nursery and Pre-Prep

slb@stedmunds.org.uk

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The Aims of the School

St Edmund's is proud of its reputation as a school in which pupils enjoy their education.

St Edmund's pupils are encouraged to aim for and achieve the very highest standards of which they are capable, so that they may grow into the fine people they have it within themselves to become, be justifiably proud of themselves, and leave school fully equipped to make a success of their personal and professional lives and to deal with the demands of citizenship world-wide.

The school is committed to providing, within a caring and disciplined community, informed by Christian principles, a broad education, which will ensure that boys and girls are both happy and successful. The crucial importance of developing compassionate and decent human relationships is emphasised alongside the nurturing of individual interests and talents so that each boy or girl may proceed from the school with:

- accomplished intellectual skills and the best possible academic qualifications
- a mature awareness of the spiritual and ethical as well as the material nature of life
- confidence in themselves as individuals, combining honesty, self-knowledge,
- self-discipline and an integrity which inspires trust
- assured social skills which include an understanding of the concepts of duty and loyalty,
- a willingness to accept responsibility and to be interested in, and care for, the people about them of whatever background or outlook
- well-developed physical capabilities and an understanding of all that contributes to good health, together with the qualities of self-reliance and teamwork gained through sport and the challenges of the outdoors, and an appreciation of the ideals of sportsmanship
- a broad cultural awareness, acquired particularly through music, drama and art, and an understanding of the importance of beauty in their lives.

Before the Start of the First Term

Please complete the following forms and upon completion return to the Admissions Office as soon as possible.

- Point of Entry Questionnaire
- School Medical Record Form
- Contact Information Form
- Nut Allergy letter
- Sun Cream letter
- Personal Care consent form

The information you provide in these documents will help us to understand your child and their needs before they arrive at school.

Also return as appropriate:

- Nursery Sessions Form
- Late Stay Care Form
- School Fees Payment Plan and Refund Scheme
- Music Lessons Form (usually for Cricket and Dragonfly children)

If you would like your child to take instrumental music tuition at St Edmund's, please fill in the Request for Music Lessons form and return it to the Director of Music. For new pupils who have already started music lessons elsewhere but would like tuition at school instead, it is necessary to make arrangements for lessons at St Edmund's as early as possible. For others who might be taking up instruments for the first time, we encourage you to take advice about instrumental lessons from the music staff once your child has settled into the school.

Uniform

Butterfly Class wears the PE / Sports Uniform (either with the St Edmund's logo, or without)

- Navy blue jogging bottoms / navy blue shorts in the summer
- Red Polo Top
- Navy blue jumper/fleece
- Trainers or shoes/sandals with velco fastenings.

This will allow children to be changed easily by staff, support their own independence when toilet training, put on their puddle suits for outdoor play and climb on apparatus in PE and outside.

All other classes will wear the full school uniform. The school operates an online uniform service, which can be accessed via www.schoolblazer.com. This service provides all items of uniform and also provides name tag application free of charge. The uniform list appears on the next page.

Further information and the guide to 'intelligent sizing' is available to view on the school website in the 'Uniform' section of the 'Parents' zone' area.

A good quality pre-owned uniform shop operates in the Pre-Prep and will be open regularly. Email clm@stedmunds.org.uk to make an appointment.

In the winter months, children will need to bring in wellington boots for playtime. During spells of cold weather, it is a good idea to make sure that your child keeps a named school scarf, school hat and a navy pair of gloves in school.

In sunny weather, please ensure that your child arrives at school with sun cream in a named bottle and a school navy sun hat.

Pre-Prep Clothing List

(Butterfly Class wear the school PE kit)

Items marked (*) are School pattern items and must be purchased from *Schoolblazer*.

Items marked with a cross (+) are stocked by *Schoolblazer*, but may be bought elsewhere.

All articles must be clearly marked with name tapes.

Pre-Prep Uniform
*Book bag
Drawstring PE bag purchased from the Head of Pre-Prep (not necessary for Ladybirds or Butterflies)
*Navy crested Storm-proof jacket
*Navy crested fleece hat
*Pre-Prep scarf
*Navy crested legionnaires hat
Plain black shoes (Velcro, not laced)
Sandals (black or blue, not open-toed, optional during warm weather)
Wellingtons
+Name tapes
Either
*Red crested jumper (not Butterflies)
*White crested polo (not Butterflies)
Grey shorts (summer term) (not Butterflies)
*Navy cord trousers (not Ladybirds or Butterflies)
+Navy jogging bottoms (Ladybirds and Butterflies only)
+Grey socks
Or
*Red crested cardigan (not Butterflies)
*Tunic (Winter months only) (not Butterflies)
+Revere collar white blouse (long or short sleeve) (not Butterflies)
Red or navy tights (not Butterflies)
*Summer dress (Summer months only) (not Butterflies)
White socks
SPORTS CLOTHING – Butterflies, Honeybees, Crickets and Dragonflies. Only needed by Ladybirds if attending on a PE or Forest School Day.
*Pre-Prep PE sweatshirt
+Navy jogging bottoms
*Red Pre-Prep PE polo
+Navy PE shorts (no logos)
Socks (for those wearing tights to change into)
Trainers (Velcro not laced)

The First Few Days

During the Holidays

Before term begins, a letter will arrive from the class teacher. This will include class information and a timetable. We hope that you will take time to share this letter with your child.

Arrival on the First Day

On the first day of term, parents should park in the Giles Lane car park and walk over to the Pre-Prep at 8.00am where staff members will warmly welcome you.

Your child will need to bring with them a named snack bag (not Ladybirds or Butterflies), water bottle, school bookbag and coat. Children in the Dragonfly, Cricket and Honeybee classes will also need to bring in their PE bag. (school issue blue and white striped, handwritten and issued by us in the Pre-Prep).

We understand that it can be an emotional time when your child has their first day at school, but in our experience, they will settle quicker if you give them a hug, say "See you later," and then depart promptly.

Early in the Term

We hold a Pre-Prep Welcome Tea at the beginning of the Michaelmas term so that parents can meet each other, and new parents can be introduced. This is a good time for you to ask questions about routines and find out how your child is settling in.

The Heads of the School host a drinks evening for all parents in the first week of term.

Organisation of the Pre-Prep

Academic Structure and Pre-Prep Staff

Head of Woodland Nursery and Pre-Prep – Mrs. Sarah Bartholomew
Deputy Head of Pre-Prep – Mrs. Elisabeth Sherwin
Key Stage 1 Co-ordinator – Mrs. Elisabeth Sherwin
(In the absence of Sarah Bartholomew, Elisabeth Sherwin will take charge)
Nursery Manager – Miss. Pippa Ashenden
Room Leader of Butterflies – Miss. Lauren Reynolds

The term Pre-Prep means all classes from Butterflies aged 2 to Dragonflies aged 7. The term Woodland Nursery means Butterflies aged 2-3 and Ladybirds aged 3-4 years.

St Edmund's	Age	National Curriculum	Class	Staff
Butterflies (BF)	2+	Foundation Stage (Early Years)	Woodland Nursery	Room Leader –Miss Reynolds
Ladybirds (LB)	3+	Foundation Stage (Early Years)	Woodland Nursery	Teacher – Miss Ashenden
Honeybees (HB)	4+	Foundation Stage (Early Years)	Reception	Teacher – Mrs Exley
Crickets (CR)	5+	Key Stage 1	Year 1	Teacher – Mrs Purnell
Dragonflies (DF)	6+	Key Stage 1	Year 2	Teacher – Mrs Sherwin

Teaching Assistants are usually based in a specific class but may be moved to other classes when necessary. For details of how staff are deployed, please request Supervision and Playground policies

Other Pre-Prep staff:

PE and Games - Mrs Millard

Dance for KS1 – Mrs Payne

Music for all of PP and Dance for EYFS – Mrs Clapp

French teacher for KS1 – Mr Georgio

Spanish teacher for EYFS – Mrs Purnell

Additional Educational Needs - Mrs Moxon

The School Day

The school day begins promptly at 8.00am and ends at 3.10pm. We have a Breakfast Club, on request, from 7.30-8.00am and a Late Stay from 3.10-5.30pm (6.00pm on request) including a tea.

Arrival at School

Please park in the Giles Lane car park at 8.00am and walk over to the Pre-Prep where you will be warmly welcomed by teachers.

Once you have delivered your child(ren), a quick departure is helpful in order to vacate parking spaces for other parents.

Breakfast (On request)

7.30-8.00am Breakfast (Continental breakfast £6.00)

School staff supervise this service and take the pupils to their classroom at 8.00am.

Playtime

As well as Butterflies, Ladybirds and Honeybees having the choice to spend time outside throughout the day as part of the Early Years Foundation Stage (EYFS) in their own individual gardens, children go outside together for morning play time and after lunch playtime in the Pre-Prep playground. They are supervised by school staff at all times. Butterflies Nursery play in their own garden for the majority of the time.

Collection at the end of the morning for Nursery children

- Ladybirds Nursery - If your child is only staying for the morning, please collect them from the Nursery at 12.00 noon. If they are staying for lunch, please pick them up from the Ladybirds Nursery at 1.30pm.
- The Butterflies Nursery Children are collected at either 12.00pm or 1.00pm.
- The Butterflies Nursery children go down for a sleep at 1.30pm if requested.

Collection at the end of the school day

School finishes at 3.10pm. Please wait in the playground near to the classroom door to collect your child. Class teachers see that each child safely meets up with whoever is collecting them.

All parents will be asked to fill in a Contact Form before their child starts at school. This form also indicates who else might be picking them up regularly. No child will be allowed to leave school with any adult other than those on their form unless the parent has previously notified the class teacher. It is essential, if your child is to go home with a friend, that the class teacher is informed. Please remember that we can only hand over children to an adult and not to another child (under 16 years of age) even if they are a sibling. A family 'password' will also be created and a photograph showing the identity of the person collecting your child will be required for safeguarding purposes.

Unfortunately, at the end of the school day children are not allowed to play on the playground equipment. This includes the Junior School play equipment if you are waiting for siblings.

After School Late Stay Care

After School Late Stay Care runs from 3.15 – 5.30pm (6.00pm on request) in the Late Stay room in the Pre-Prep Hall. Children are supervised by school staff and can choose from a range of activities such as construction toys, drawing, hama beads, role-play, arts and crafts, games, puzzles and reading etc.

Parents are requested to book their children into Late Stay in advance so that we can provide the correct number of staff to supervise and plan activities accordingly. This can be done by completing a Late Stay booking form for those children who attend regularly or by giving a message to the class teacher by email for one-off occasions. If you need to use Late Stay and have not booked in advance, for example in emergency circumstances, please get in touch with the class teacher at the earliest opportunity.

There is a charge for the Late Stay service. Charges are as follows:

3.15pm – 4.30pm	£6.00 (including a drink and fruit)
3.15pm – 5.30pm	£10.00 (including a drink, fruit, and a tea)
3.15pm - 6.00pm	£15.00 (including a drink, fruit, and a tea)

- A Late Fee of £10 per ten minutes will be charged to your school account for any late pick up after 6pm.

Parents with older children in, form 6, 7, and 8 (and/or Form 3, 4, and 5 on Fridays only) will not be charged until 4.30pm and in the Senior School until 4.30pm.

The Late Stay service finishes at 5.30pm (6.00pm on request) and all children must be collected by then. If, in an emergency, you are unable to pick up your child, please let the school know as soon as possible and arrangements for looking after your child will be made (see policy of 'Non-Collection of a Child' at the back of this Handbook).

The Late Stay telephone number is **07800 585103**. Please make a note of this number as the School Office closes at 4.30pm and you will not be able to contact the Pre-Prep after this time on any other number.

Absence from School

Absence

If your child is absent from school, please inform the Pre-Prep as soon as possible on each day they are absent by telephoning the School Office 01227 475600 or emailing the class teacher.

Miss Reynolds lre@stedmunds.org.uk

Miss Ashenden pla@stedmunds.org.uk

Mrs Exley jepe@stedmunds.org.uk

Mrs Purnell aap@stedmunds.org.uk

Mrs Sherwin eaas@stedmunds.org.uk

We have a statutory obligation to register and document all authorised and unauthorised absence.

Although our policy is not to allow children to miss school for holidays, in specific circumstances a request may be granted. Requests should be addressed to the Head of Nursery and Pre-Prep before bookings are made. slb@stedmunds.org.uk

Illness

When a child has suffered from sickness and/or diarrhoea there is a requirement for you to keep them at home for **48 hours after the last occurrence** in accordance with Public Health England's guidance on infection control in schools. This sort of infection can spread very quickly through children of this age group.

We do assume if a child is well enough to be at school that they are able to take part in all activities but if for specific reasons your child is unfit for games or swimming, please get in touch with the class teacher.

Accidents or illness during the school day

If your child is unwell during the day or has an accident, they will be treated by one of the Pre-Prep staff or if necessary, by the staff in the Medical Centre. If it is felt your child is too unwell to remain at school parents will be contacted and expected to pick up their child as soon as possible.

All teaching staff have Paediatric First Aid training.

If your child receives treatment for an accident, you will receive a form explaining what has happened and what treatment was given. We will ask you to sign and date the form.

Emergency Treatment

On entry to St Edmund's, you will be asked to complete a medical form and sign a consent form for emergency treatment if your child is taken ill or has an accident in the care of school staff. In this instance every effort will be made to contact you so you can take your child to hospital. Should this be impossible in the time available, the adult accompanying the casualty to hospital is authorised, 'in loco parentis,' to give valid consent to such treatment (including anaesthetic and blood transfusions) as may be recommended by the hospital Doctor or as common-sense dictates.

If a child is taken to hospital, it is expected that a parent will arrive there as quickly as possible to assume responsibility for them.

It is essential that all parents let us have up to date contact details and tell us if, for any reason, they will not be available on their usual numbers.

Medicines

Parents will appreciate the potential difficulties and dangers associated with medicines being sent into school to administer during the day.

Medication administered to pupils should be scheduled outside school hours where possible.

Any prescribed medication required during the school day should be delivered to the Medical Centre at the start of the day and a 'Parent Authorisation' form completed. Pupils are not permitted to carry medication in school unless authorised by the school Medical Centre. All medicines must comply with the following criteria:

- Medication is in the original container in which it was dispensed
- The dispensing label must be intact and all necessary instructions clearly visible
- The name of the individual for whom the medication was prescribed is clearly displayed on the label
- The dosage, frequency and route of administration is clearly displayed on the label
- The expiry date is clearly displayed, and the medication is in date

The nurses at the Medical Centre, or a Pre-Prep member of staff with the OPUS Medicines Awareness for Schools training (and additional training in the administration of controlled drugs if required) may administer medication at the appropriate time. All Pre-Prep staff, however, can administer emergency medicine such as inhalers or adrenaline auto-injector devices.

Prescription medicines are kept securely in a locked medicine cabinet. The staff member administering the medication will document the administration of medication on the Pre-Prep Parent Authorisation Form. The parent will then sign to acknowledge when medication has been administered at the end of the day.

Controlled drugs (CD) must be taken to the Medical Centre by parents/guardians and NOT by pupils. The receipt of CDs is recorded and checked into the Controlled Drugs Register and

stored in the CD cabinet in accordance with the statutory requirement for the storage of controlled drugs under 'The Misuse of Drugs (Safe Custody) Regulations 1973'. The nominated member of staff administering these medicines must sign the dedicated Controlled Drug Register to confirm that they have witnessed the pupil taking the medicine and record the date, time, and dosage of medication. Each dose must be counter-signed by another adult. The nominated member of staff will also record this medication as being given on the Parent Authorisation Form, as above.

Over the counter medication such as Calpol or Ibuprofen can only be administered if already agreed as part of a plan of care. In any other instances Calpol, Ibuprofen or "homeopathic remedies" cannot be administered by Pre-Prep staff.

Sudocrem, Diprobace or similar emollients, which do not contain hydrocortisone, can be used by a child in the Pre-Prep when necessary. If a child needs adult support to use the cream the adult must wear a pair of gloves to do this. The cream will be kept out of children's reach.

Asthma and Allergies

Pupils with emergency asthma inhalers and/or adrenaline auto-injector devices must always carry these items with them whilst on school premises or school excursions. In the Pre-Prep these will be carried by a member of staff. These must be clearly named. Parents must complete the school's authorisation and healthcare plan and medication must comply with the above criteria regarding labelling.

All staff are trained to administer emergency medicine such as inhalers or adrenaline auto-injector devices.

Please note that it is the parent's responsibility to check that inhalers and adrenaline auto-injector devices are 'in date.' It is the school's policy not to allow a child, who needs this medication, to remain in school without an 'in date' adrenaline auto-injector device or inhaler.

The school will not accept, store, or administer food supplements, herbal medicines, medicines from abroad or alternative remedies unless prescribed, or supported in writing, by a UK GP or hospital consultant.

Quarantine and Health Regulations

If your child develops an infectious disease, please keep them at home and contact the school. The period of exclusion from school is in accordance with Public Health England's guidance on infection control in schools.

Head Lice

Regular checks at home for head lice or nits are advisable. Treatment is recommended in cases where live lice have been seen. Once treated your child may return to school.

Fire Evacuation Procedure

In the case of the fire bell ringing continuously when you are in school, please leave the buildings as quickly as possible by the nearest exit with any children in your care and gather in the Junior School Playground. You will be guided by any school staff present and Pre-Prep fire marshal Mrs Sherwin and Head, Mrs Bartholomew.

Children in school practice our evacuation procedure regularly and will be led to the Junior School Playground by Pre-Prep staff (see the Fire Evacuation Procedure in the appendices).

Food and drink

We encourage children to have a snack before morning playtime. Butterflies and Ladybirds have a healthy snack of bread, or crackers and fruit provided by the school and help to prepare it as part of their curriculum. All other children can bring in a snack such as fruit, vegetables, cheese, or a sandwich. Please provide a small drawstring bag to hang on their peg containing their snack.

Please note that we are a nut free school as some children have severe allergies to nuts and peanuts. **We therefore operate a policy that the children may not bring nuts, peanuts or nut and peanut related snacks into school.** If you would like to send a cake into school to celebrate your child's birthday, please can you ensure it contains no nuts or peanuts.

All children are encouraged to drink throughout the day and water is always available. Children are asked to bring in their own named water bottle to leave at school.

Butterflies, Ladybirds, Honeybees and Crickets classes eat lunch at 12.00noon in the Pre-Prep Hall supervised by the teaching staff. The Dragonflies eat their lunch in the main school dining hall. A hot meal is provided followed by various choices of dessert and fresh fruit. Menus are available on the school website. Parents will be notified if their child has any significant difficulties with eating. On entry to the Pre-Prep, you will be asked to complete a form about any food allergies or special dietary needs on medical or religious grounds your child may have. In some circumstances, you may need to speak to the Medical Centre and Catering Manager to make the appropriate arrangements. All children are encouraged to use a knife and fork and have good table manners.

Fruit is available in the afternoon.

Keeping in Touch

Parental Contact with School

The Pre-Prep is a very open school, and we hope that you will feel able to approach any member of staff to ask questions, voice worries or just to have a chat.

You can contact a member of staff in several ways:

- In person, in the classroom/office at the beginning or end of the day. If you would like a longer chat or more privacy, please ask to make an appointment with the teacher/Head of Nursery and Pre-Prep after school.
- By email:
Mrs Bartholomew slb@stedmunds.org.uk
Miss Reynolds lre@stedmunds.org.uk
Miss Ashenden pla@stedmunds.org.uk
Mrs Exley jepe@stedmunds.org.uk
Mrs Purnell aap@stedmunds.org.uk
Mrs Sherwin eaas@stedmunds.org.uk
Mrs Moxon ghm@stedmunds.org.uk (SENCO for Pre-Prep)
- Pre-Prep School Administrator (from 11.00am)
Claire McKenzie clm@stedmunds.org.uk
- Telephone the school office 01227 475600
- Telephone Late Stay (3.15pm-5.30pm) **07800 585103**

If your child has any worries about life at school, please let us know, however trivial they may seem. This gives us a chance to do something to help. Generally speaking, the earlier a problem is addressed, the easier it is to resolve.

We recognise that in all schools some parents may have concerns from time to time. We are keen that concerns do not fester and cause bad feeling. If you do ever have worries, concerns or complaints relating to school, please do address them directly to Mrs Bartholomew or the Pre-Prep staff. This way they can be dealt with quickly and effectively.

School Contact with Parents

We communicate with parents in several ways:

- Before your child moves into the next class, you will be invited to an **informal meeting** to talk about what he/she will be doing in September. You will have the opportunity to ask questions and meet other new parents.
- The class teachers send out a termly letter detailing topic plans.
- A Weekly Newsletter is sent out by email to all parents which includes forthcoming dates and events. It is very important to read this each week as any changes to diary dates or extra activities will be highlighted.
- The school Calendar is on My School Portal.
- Drop-in sessions for parents to look at their child's books in the classroom happen regularly each term.
- Reports - In December and June, you will receive a full written report on progress in each area of the curriculum.

- At the end of the Summer Term parents of Reception children will receive a summary of the Foundation Stage Profile.
- Parent/Teacher consultations. Parents will be invited to make an appointment to meet their child's class teacher to discuss work and progress. This happens each term. Appointments may, of course, be made at any time if you are concerned about your child.
- The Tapestry App is available to all Butterflies, Ladybirds and Honeybees EYFS families for regular contact and communication about your child(ren).

Other Useful Contact Numbers

School Office

During term time the school Office is manned from Monday to Friday from 8.00am to 4.30pm. During holiday periods, it is open from Monday to Friday from 9.00am to 4.00pm. When office staff are unavailable, there is an answerphone, which is checked regularly and offers alternative contact numbers for emergencies.

The Bursar, Accounts Office and other administrative departments can be contacted via the school Office.

School Office (01227) 475600

Chaplain chaplain@stedmunds.org.uk

Medical Centre (01227) 475607

Postal Address

The school's postal address is:

St Edmund's Pre-Prep School

St Thomas Hill

CANTERBURY

Kent

8HU

Events

Events for Parents

Each term you will be invited to a short concert/performance, when the children in the Pre-Prep will sing, dance, act or make music. This is a chance for parents to see what the classes have been working on in music, drama, and dance lessons. You will be invited to celebrate Harvest, Christmas, Mother's Day, Easter, Father's Day, and the end of the year with us.

There are "drop-in" times every term when children enjoy showing their parents around their classrooms and looking at their books together.

We organise a Mother's Day tea and Father's Day breakfast. During these events, the children take part in activities with their parents. Grandparents or other family members are always welcome if parents cannot attend these events.

Sports Day is a wonderful event which all the children take part in. It is held in the second half of the Summer Term. Parents are warmly welcomed to come and watch.

Events for Children

A wide range of extra activities happen throughout the year. Examples are:

- KIC Theatre. The children have a drama workshop once a term with a professional drama company. The theme is set to complement with the areas of learning for that term. There is a small charge for this which is added to your bill.
- Topic led trips. Throughout the year, the children are taken on trips that are related to their topic work.
- Visitors. A number of visitors come into school to talk to the children either about the work they do or about their experiences. These have included the Fire Service (complete with fire engine), a grandmother telling the children about her childhood seaside memories, RNLI Lifeguards, NSPCC and the Chaplain talking about the clothes she wears in Chapel.
- Themed weeks. The staff set aside time during the year to concentrate on different themes such as poetry, art, science, and technology etc.

Birthdays are a very exciting time for young children. In Pre-Prep, we always celebrate birthdays with the children both in the classroom and during our weekly birthday assemblies. If you would like to send a cake into school to celebrate your child's birthday, please can you ensure it contains **no nuts or peanuts**.

St Edmund's School Parents' Association

A Pre-Prep and Junior School Parents' Association exists primarily to organise social functions for children and parents. Through some of its events, the Parents' Association raises funds which are used to benefit children in both schools. All Pre-Prep parents are members of the association and are welcome to attend the meetings and functions. You will be notified when the next meeting or function will be by email.

The committee welcomes any suggestions from parents for discussion at its next meeting. A list of committee members may be obtained from Yvonne King, Junior School secretary. New parents are welcome to contact members of the committee with a view to joining the committee or simply offering help at events.

Parent Representatives

In each of the Pre-Prep classes, one or two parents can volunteer to act as Parent Representatives. These change on a yearly basis. They help to organise social events for children and parents, and they liaise with other parents in their class.

Early Years Foundation Stage

The Woodland Nursery and Reception Classes make up the Foundation Stage. The Foundation stage starts when children begin the Butterfly Class and finishes when they leave the Reception Class. During their time in the Foundation Stage, your child will be following the Early Years Foundation Stage curriculum (EYFS). In the Foundation Stage, we promote care, learning and play through planned and spontaneous learning experiences, and activities that are challenging but achievable.

We will:

- Encourage your child to build positive relationships with adults and other children;
- Encourage children to try activities, to explore and to experiment;
- Support children's learning;
- Organise resources to reflect the ages and abilities of children;
- Practise inclusion;
- Encourage social, emotional, and personal development;
- Work towards the Early Learning Goals.

The curriculum is split into 7 areas of learning. There are three prime areas and a further four specific areas, through which the three broad areas are strengthened and applied.

The three prime areas consist of:

- **Communication and language** – The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.
- **Physical development** - Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy, and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback

and support from adults, allow children to develop proficiency, control, and confidence.

- **Personal, social, and emotional development** - Children's personal, social, and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

The four specific areas consist of:

- **Literacy** - It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems, and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).
- **Mathematics** - Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space, and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go,' talk to adults and peers about what they notice and not be afraid to make mistakes.
- **Understanding the world** - Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses, and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with

words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

- **Expressive arts and design** - The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe.

The majority of your child's learning will take place through play-based activities. Young children are much happier when they are 'doing' and they remember much more when they have actually found things out for themselves, rather than being told.

At the beginning of each term, you will receive an overview of the work to be covered in that term. There will also be parents' meetings, where you will have the chance to discuss your child's progress with their class teacher.

If you would like to discuss your child's development, teachers will be happy to meet with you. However, a written request must be made for personal files on your child to be released.

Settling in

The best way to help your child settle in is to make sure that they are as independent as possible.

The most useful things that your child needs to be able to do are all very practical things such as:

- Putting on their coat
- Going to the toilet by themselves
- Using a knife and fork

Daily Routines in the Woodland Nursery (Butterflies and Ladybirds)

The day will start with a short group time which may consist of singing, music and dance, yoga sessions, ribbon dancing etc Then activities for the session will be explained.

Examples of adult led activities include PE, music, dance, and topic related group activities. There is plenty of time for both quiet and more boisterous activities. The Woodland Nursery children will either have playtime in their own garden or mix with all of the Pre-Prep, giving them the opportunity to meet up with friends and siblings from other classes.

More detail about daily routines will be given by the class teachers.

Free Early Education Funding and Nursery Sessions

Your child is eligible for free early education funding of up to 15 hours a week from the term after they are 3 years old for six terms. At St Edmund's you can claim 3 hours per day between

8.30am-11.30am. Any extra hours will be charged at our normal fee rate. You are able to access the funding for the 34 weeks the school is open out of the 38 weeks provided by the Government. The term lengths vary and are usually 13 weeks in Michaelmas, 11 weeks in Lent and 10 weeks in the Summer. There will be no refunds if a child is absent due to illness, holiday, or any other reason. If the school is closed for a Bank Holiday or begins term on a Tuesday, we will offer you another session to make up for this.

- **Unfortunately, we do not accept the free early education funding for 2-year-olds.**

We recommend that children attend for a minimum of 3 mornings per week as in our experience this helps them to settle and make friends. Nursery children have a choice of sessions: -

Butterflies – 8.00am-12.00, 8.00am-1.00pm, 8.00am-4.00pm, 8.00am-6.00pm

Ladybirds - 8.00am–12.00, 8.00am–1.30pm, 8.00 am-3.10 pm.

There is a late fee of £5.00 per 5 minutes if your child is not picked up at 12.00pm, or 1.30pm of £25 per session.

On entry to St Edmund's, you will be asked what sessions you would like your child to attend. Towards the end of each term, parents will be asked to choose which sessions they would like for the following term so that the school can apply for funding. We are often very full in the Nurseries, so please contact us asap should you wish to apply for additional sessions/days.

If you would like to increase your session's midterm or if you would like your child to attend an extra one-off session, please ask Mrs Bartholomew if this can be accommodated. We try to be as flexible as possible. Unfortunately, we are unable to swap sessions on a one-off basis. We recommend that all children attend for at least three full days per week in the term before they join the Reception Class.

Key Person

Miss Ashenden (Nursery Manager) is the key person for Ladybirds, and Miss Reynolds (Room Leader) is the key person for Butterflies, and they are your first contact to talk to about your child in terms of settling in, his/her needs and progress.

Daily Routines in the Reception Class (Honeybees)

Honeybees are to be dropped off outside their classroom from 8.00am-8.15am.

The morning begins with children enjoying time together on the carpet, planning the day's activities. The two morning sessions usually involve a 'hands on' activity, which is teacher led, which develops the literacy, numeracy, or topic theme for the week. Children then work at their own pace in small groups, guided and supported by adults. The children also have the opportunity to take part in a variety of child-initiated activities. Halfway through the morning the children enjoy their snack, before playing outside.

During the afternoon sessions, children are given the opportunity to explore and play at their own pace and to develop their own interests for example through role play and creative work guided by staff.

The day concludes with a story and fruit time, when the star of the day is picked, and his/her achievements celebrated.

Children are given a solid grounding in basic skills with daily phonic sessions and literacy activities. Parents of children just starting to read will be given useful advice on how children learn to read and how parents can help at home. The Reception teacher will run a Reading Meeting at the beginning of the Michaelmas Term. Numeracy is taught through a mixture of teacher led, written and practical tasks as well as child-initiated time to explore mathematical apparatus and challenges. Children's knowledge and understanding of the world is developed through topic work with lots of practical opportunities to explore the world around them.

The Honeybee Class attend assembly with Crickets and Dragonflies on a Monday, as well as Chapel on a Wednesday.

Prep (Homework)

Your child will receive some homework each week from when they enter Reception Class. In the early stages, this may consist of learning letter sounds and key words, and later there will be reading.

Key Person

Mrs Exley is the key person for the Reception Class, and she is your first contact to talk to about your child in terms of settling in, needs and progress.

More Information

To access more information about the Early Years Foundation Stage, please go to the Government website <https://www.gov.uk/early-years-foundation-stage>.

Outdoor Learning

We provide learning opportunities for all ages via practical activities in an outdoor environment. We have access to our playground, the school Forest School sites, the Sheep Field, and Cricket pitch. Through repeated visits, children will grow in confidence and familiarity with the area.

The children follow a focussed programme of sessions, involving challenging but achievable tasks which are planned to enrich the curriculum through woodland adventure. These sessions focus on developing and encouraging an appreciation and respect for the environment, whilst learning important skills such as working with others, negotiating skills, handling risks, and using their own initiative to solve problems. Session planning is adaptable and is based on observations of children's interests, skills, and particular learning style.

These sessions are supervised by Pre-Prep staff, but we have input and support from the Forest School leaders in the Junior and Senior school.

All equipment and extra clothing, such as all-in-one suits, are provided by the school.

Key Stage One

Key Stage One comprises two classes: Year 1 (Crickets) and Year 2 (Dragonflies).

The Key Stage One curriculum is carefully designed to be creative, challenging and fun. We believe that children learn best from a broad and inspiring curriculum in which they are actively engaged in their education, an exciting curriculum that develops and stretches them; this creates enthusiastic and independent learners. We offer a creative curriculum in which children can enjoy the richness and fun of learning; not just learning different things but exploring subjects in a variety of different learning styles. Teamwork, collaboration, and independent research are highly valued and actively encouraged.

English

English is the bedrock of our curriculum – it is important to communicate clearly, listen, read, and write to access all areas of the curriculum. We support the children so that they can communicate in a variety of ways with increasing independence and for a wide range of purposes.

Children are encouraged to develop good reading habits – reading sessions are timetabled each day and daily reading is encouraged at home too. The children are issued with reading books to take home, and parents have an opportunity to comment in a reading record book. These may also be used to communicate more general matters with the teacher.

Our Key Stage One reading books are selected to provide a variety of genres – fiction, non-fiction, e-books, poetry, and plays – something to appeal to and excite every child. We use a wide variety of reading schemes to support structured learning and have a library stocked with books from popular and well-known authors for our independent readers. Our methodology encourages the development of comprehension, deduction, and inference.

Daily phonics and handwriting sessions take place in Key Stage One using the Letters and Sounds scheme to teach and revise spelling patterns and phonological knowledge. They learn cursive joined-up writing and the Year 2 children start to practise their handwriting with ink pens.

The children start to use a variety of punctuation and are introduced to the rules of grammar and sentence construction. Weekly writing activities may focus on creative writing, poetry, recounts and writing information. The children start to use word books and dictionaries to correct spelling and they learn to revise and redraft their creative writing.

Mathematics

Our Mathematics is fun and practical. The lessons involve exploration and mathematical equipment, encouraging a solid mathematical understanding on which to build. Our curriculum is based upon the White Rose Maths Scheme, developed to support, and challenge all ability groups with a variety of activities and investigations for each lesson.

The Mathematics curriculum focuses on Number, Measure, Geometry and Statistics. We encourage children learn how to make sense of the world around them through developing their ability to calculate, reason and solve problems.

Science

Science is an exciting part of our Creative Curriculum. Scientific investigations and activities are planned to complement our topic work so that the children will understand how science affects their lives and will start to make cross-curricular links. The children have opportunities for scientific investigations as part of Outside Learning; as part of the topic and also have the chance to participate in science experiments in our Science Labs. They become enthusiastic scientists and start to engage with scientific ideas for themselves.

We focus on the skills of exploring, identifying, sorting, and classifying, observing, comparing, predicting, questioning, hypothesising, testing, and evaluating.

Geography

It is important to learn about the world about us and Geography is taught as part of our termly topic. Through the creative curriculum the children develop an understanding of physical features, land usage, local economies, and mapping. They compare and contrast their surroundings with life in another country.

There are opportunities for Outside Learning – fieldwork and map work and environmental issues - as well as visits to Canterbury and Whitstable to observe human and physical geography.

History

Children are often fascinated with life “in the olden days” and enjoy our creative topic work. They listen and respond to stories, learning about famous events and characters from the past. They learn to use various sources of information to help them ask and answer questions. Trips to castles, museums and historical sites are included to support the topic work and bring history to life.

Children learn about significant men, women, children, and events from the recent and more distant past, including those from both Britain and the wider world.

Computing

Computing is an important part of our world and the curriculum. All Pre-Prep classrooms are equipped with at least one computer and an interactive whiteboard, and these are used for activities across all areas of the curriculum.

Computing lessons are taught either in the classroom; in the Junior School Computer Suite or using the desktops in the Junior School. The children are taught to use a keyboard, mouse, and use simple commands and icons when word-processing. They use graphics and art

programmes to create designs. They learn to organise, store, and manipulate data and start to write simple programs.

E-Safety will be discussed and taught during computing lessons and PSHEE sessions.

Art & Design

Art is an integral and important cross-curricular activity, encompassing all subjects and is taught as part of our topic. By experimenting with a wide variety of techniques and tools, children are encouraged to develop their creative minds and improve their skills.

A wide variety of artists' work is introduced to the children as part of our cross-curricular topic work.

Design & Technology

Design and Technology is incorporated in our cross-curricular topic. Projects vary with opportunities to use a range of resources and tools – including hand-tools, sewing machines and woodwork. The children learn a variety of skills: investigating, discussing, joining, fixing, sewing, making, cutting, decorating, winding, assembling, and evaluating – building upon their knowledge and skills for subsequent design projects.

Adapting designs to fit the design brief and evaluating models is an important part of DT. We develop imaginative thinking in children to enable them to talk about what they like and dislike when designing and making things.

Physical Education

Physical Education develops children's knowledge, skills and understanding so that they can participate with increasing competence and confidence in a range of physical activities. It also develops teamwork, paired learning and sharing – invaluable skills in sport.

All children in Years 1 and 2 are taught by a dedicated Pre-Prep PE teacher and actively take part in game skills, gymnastics, athletics, and ball skills activities. Each term has a different focus: football, netball; cricket; athletics etc as well as weekly Movement and Dance sessions. These are at a level which allows individual success and personal progress.

French

French is taught by specialist teachers each week through songs, music, and games.

Performing Arts (Music & Dance)

Music is an important part of the Pre-Prep curriculum. Weekly sessions with our specialist Music teacher include singing, rhythm, and pitch exercises, playing percussion instruments and listening to music.

KS1 children take part in a weekly dance lesson generally linked to their topic. They will explore individual, partner, and group choreography, discovering different ways of using their bodies to perhaps convey a story, emotions, or concept.

Individual or group music lessons on most instruments can be organised through the Music Administrator, Mrs Walker.

Telephone: 01227 475620

Email ksw@stedmunds.org.uk

Religious Education

Religious Education encourages the development of understanding, tolerance of others and deep-thinking. RE is taught through a variety of methods, both within the classroom with a variety of resources, artefacts, and stories and through visits to religious sites, children are encouraged to explore and extend their knowledge and understanding of Christianity and other faiths.

We hold three assemblies each week, these consist of Bible stories and Pupil Celebrations, PSHEE topics and we attend a weekly assembly in the Chapel led by the Chaplain.

Prep (Homework)

Regular, daily reading at home is encouraged. This need only be 10 minutes a day but is important for developing fluency and confidence.

Weekly spellings are set for the children to learn and a "Weekend Prep," based on class work is also provided. Year 2 children are encouraged to learn their multiplication tables in preparation for Key Stage 2.

Children will have several days to do their homework and it should not take more than 20 minutes.

Daily Routines in Key Stage One

The children are brought to the classrooms blocks from 8.00am-8.15am. The morning focus is predominantly Literacy and Numeracy.

Before morning play, children can eat the healthy snack they bring in from home. Each child has a water bottle and encouraged to drink plenty of water throughout the day.

After lunch, children take part in various activities such as Dance, PE, Music, French, Computing, Topic work, RE and Art sessions.

Children work individually, in small groups and as a class. Teachers present work in different styles and use a wide variety of resources to inspire children.

At the end of the day, the class gathers together for fruit and story time or class discussion. The children are accompanied to the classroom door where they are met by parents at 3.10pm or accompanied to the Late Stay in the Pre-Prep Hall.

Clubs

We offer a range of lunchtime and after-school clubs to interest and inspire the children.

Clubs differ from term to term, but recent clubs have included:

- Spanish
- Martial Arts
- Arts & Crafts
- Recorder
- History
- Dance
- Library
- Chess
- Lego
- Sports
- Yoga
- Country Dancing

Most clubs are run by Pre-Prep staff; clubs involving outside professionals (e.g., Martial Arts) involve an extra charge.

The club's list is distributed at the beginning of each term and children can select the clubs they wish to attend.

Welfare

Chapel

Our School Chaplain, the Reverend Joy Atkins, plays a very important role in the life of the school and the St Edmund's pastoral system. The Pre-Prep children and staff attend Chapel once per week.

The Chaplain is available for the whole school community – pupils, staff, and parents, and is always willing to listen or to offer advice. Please feel free to contact him directly if you need to at chaplain@stedmunds.org.uk

Additional Educational Needs

Within the Pre-Prep, Mrs Moxon is our part time Additional Educational Needs Co-ordinator (SENCO or Curriculum Support) who manages the provision for all children who have needs additional to or different from their peers. This includes English as an Additional Language (EAL), Specific Learning Difficulties (SPLD), Physical Impairments (Mobility, Sight, Hearing), Speech and Language Difficulties (SLCN) as well as Gifted and Talented (G&T), those with medical issues and those needing emotional support.

The SENCO monitors the progress of the children in the Pre-Prep and will carry out assessments and observations when appropriate. If necessary, the SENCO will make referrals to outside agencies (Speech and Language, Occupational Therapy, Physiotherapy, Paediatrician) and liaise with these agencies to ensure pupils get the provision needed outside of school and support within school, using what resources we have available. Support is reviewed every 12 weeks.

The SENCO works with parents, alongside the class teacher, to discuss and plan for their child.

For further information, please ask to see our Disability, Inclusion, Special Educational Needs and Learning Support Whole School Policy.

Medical Records

Please fill in the medical record before your child enters the school. If any further health matters arise during their time in the Pre-Prep, please tell the class teacher or Head of Nursery and Pre-Prep so that your child's records can be kept up to date.

Complaints Procedure

We very much hope that you will have no cause to complain about the education your child receives or about our management of the school. Inevitably, however, you may have questions or concerns which we hope will always be addressed by us and solutions found. Ordinarily, you would contact the Class Teacher in the first instance, or the Head of Pre-Prep.

If you wish to make a formal complaint, details of the school policy are on the school website and are available from Head of Nursery and Pre-Prep..

Parents may approach Ofsted or ISI directly at any point:

Ofsted

Ofsted
Piccadilly Gate
Store Street
Manchester M1 2WD
Helpline: 08456 404040
Website: www.ofsted.gov.uk/parents
Email: enquiries@ofsted.gov.uk
Tel: 0300 123 1231

I.S.I.

Cap House
9 – 12 Long Lane
London
EC1A 9HA
Email: complaints@ISI.net
Tel: 020 7600 0100

Handling of Personal Information

As a normal part of its day-to-day operations, the school needs a record of personal information relating to pupils, parents, or guardians such as names, addresses, bank details, academic, admissions, attendance and disciplinary records, references, examination scripts and marks.

The school's policy is to use personal information only to enable it to undertake its obligations to pupils, their parents, and guardians. All such information will remain confidential and will only be disclosed to third parties with the consent of the appropriate individual, except in the circumstances set out below. This is in line with the School's Privacy Notice which can be found on the school's website.

From time to time, the school may be required to keep sensitive personal information regarding a pupil, their parents, or guardians, such as medical information and information relating to religion and race. Such information will only be disclosed to a third party with the written approval of the pupil and/or his or her parents or guardians, except in the specific circumstances set out below.

The school may disclose information to third parties for the following purposes:

- To give a confidential reference relating to a pupil to any educational institution which it is proposed that the pupil may attend.
- To publish the results of examinations or other achievements of pupils of the school.
- To disclose details of a pupil's medical condition where it is in the pupil's interests to do so, for example for medical advice, insurance purposes or to organisers of school trips.

- To give information relating to outstanding fees or payment history to any educational institution which it is proposed that the pupil may attend.
- When, for legal reasons, they are required to do so.

Where the school receives a disclosure request from a third party, it will take reasonable steps to verify the identity of the third party before making any disclosure.

From time to time, the school will make use of personal data in line with its Privacy Notices relating to pupils, their parents, or guardians in the following ways:

- To make use of photographic images of pupils in school publications and on the school website. However, the school will not publish photographs of individual pupils with their names on the school website without the express agreement of the appropriate individual.
- For fundraising, marketing, and promotional purposes and to maintain contact with pupils, parents, guardians, and former pupils of the school.

Should parents or pupils have any questions or concerns about the way in which information is recorded and used by the school, please contact the Bursar who is also the school's Data Protection Controller.

Should parents or pupils wish to limit or object to the use of information held by the school, please notify the Bursar Data Protection Controller in writing.

A copy of the School's Data Protection Policy is available from the secretary to the Bursar on request.

Pre-Prep Rules

The staff of the Pre-Prep have the welfare and safety of the children uppermost in their minds. For this reason, we have the following rules for which we ask your support.

- At the end of the school day, children must be collected from the Pre-Prep. We do not allow children to go off on their own to join older brothers or sisters, nor to look for parents.
- Children are not allowed to play on the playground equipment after school.
- The large climbing frame in the Junior School playground is only for Junior School use.
- Please be aware that there is a designated time when responsibility for the child is transferred from school to parent. We take this to be the point at which the parent meets the child at the end of the school day, not the moment of departure from the school site.
- No dogs are allowed on the school site. This is to protect children who are allergic to dogs or scared of them. It also protects dogs that may become unpredictable when surrounded by a group of children.
- Photographs are NOT allowed to be taken anywhere in the Pre-Prep. We are a 'Mobile Free Site' During performances parents are NOT allowed to take photographs or films. The school events and marketing team will provide photographs and films on our secure SWAY newsletter sites.
- Children are not allowed to bring mobile phones or SMART watches into school.

Our Expectations of Pupils

At St Edmund's, we encourage the development of social skills and good manners. As well as being an important part of our pupils' education, this helps to make the school a pleasant and civilised place in which to spend one's childhood.

We believe that courtesy is a matter of being aware of others and showing consideration for others. The following points may sound trivial, but they are important rules for life, and they are regularly reinforced at school:

- Open doors for others, especially adults and those carrying loads. Check if anyone is behind before closing the door.
- Avoid interrupting when people are talking.
- Listen carefully when people are talking to you. Never answer back.
- Carry out instructions from members of staff without fuss.
- Say "excuse me" before walking between others who are talking.
- Greet people that you know when you walk past them.
- Use "please" and "thank you." Show appreciation where it is due.
- Above all, treat others as you yourself would wish to be treated.

Dress and Appearance

Parents are asked to support the school by adhering strictly to the uniform lists.

- All clothing must be clearly marked with name tapes. This minimises the risk of losing items of clothing.
- School uniform should be worn to and from school. In exceptional circumstances, the Head of Pre-Prep will grant permission for pupils to change into casual clothes before leaving the school site.
- In line with our wish that pupils should look smart and take a pride in their appearance, we prefer pupils to have tidy hair in a conventional haircut. The artificial dyeing or bleaching of hair is not permitted, nor are extravagant styles. Long hair should be tied up. Ribbons, slides, or bands should be black, navy blue or red.
- We prefer children not to wear earrings to school. If they have to wear earrings only ear studs are allowed. Hoop earrings are not permitted.
- Children should not wear any jewellery to school for safety reasons and in case it gets lost, except for religious or medical reasons.

Finance

Fees

Fees are generally inclusive of tuition, meals, and books. However, there are some extra charges (see below). Fees fall due for payment on the first day of each term. Parents requiring details of schemes designed to facilitate the payment of fees should contact the Bursar.

Fees for the Butterfly Nursery are billed monthly. When students turn 3 years old and transfer into the Ladybird Nursery, they change to a termly billing system.

Parents experiencing problems over payment are urged to contact the Bursar in good time as this can save embarrassment on both sides. A surcharge at the rate of 2% per month is added to accounts not settled by the due date. If fees are not paid in full, Governors reserve the right to exclude pupils immediately.

Extras

Whilst the fees are inclusive of all general provisions, there is a charge for some extras such as:

- Instrumental and theory music lessons
- Trips, outings, activities such as theatre workshops
- Personal accident insurance

Notice to Leave

One full term's notice, in advance and in writing to the Head of Nursery and Pre-Prep, is required from the parents of any pupil leaving the school. Parents are reminded that, where the above notice is not given, they are liable to pay the full fee for the following term, even if their son or daughter does not attend.

Property Insurance

Whilst every effort is made to inculcate high standards of care of, and respect for, property, it must be clear that the school cannot accept liability for damage to, or loss of, items of personal property or money. Please ensure that your own insurance policies cover any claims that might arise in respect of valuable items such as computers, mobile phones, sports equipment, musical instruments etc.

The school's insurance does not cover the loss of, or damage to, privately owned property whilst at school.

Personal Accident Insurance

Escalating awards in compensation for accidental injury have been giving schools much worry in recent years. Awards of up to £500,000 have been made in respect of some serious accidents. The school's normal insurance will not cover such large sums and the Governors have decided that we should take advantage of the Students' Personal Accident Insurance Scheme recommended by the Independent Schools' Council. There will be a small charge per term for this essential additional insurance.

Appendix

Behaviour Policy

This is an abridged version which pertains only to the Pre-Prep School. The whole school policy can be seen on school website.

In the Pre-Prep, high standards of behaviour are expected, as are good manners, courtesy, and respect for others. We can only achieve these goals with the support we receive from parents. Home-school liaison is very important to us.

Honeybee, Crickets and Dragonfly classes will create its own “Golden Rules” at the beginning of the year. These will be displayed in the classroom. The rules may include statements such as:

- We will follow instructions first time
- We will be polite and kind
- We will not touch other people or their things

Rewards

Our emphasis is always on praise, encouragement, positive reinforcement, and rewards, where appropriate.

In the Woodland Nursery classes stickers are used to reinforce good behaviour and work.

Honeybees, Crickets and Dragonflies will work together to collect Golden Tickets which are awarded for being kind, helpful, thoughtful, and behaving well. 20 Golden Tickets earns a class treat. There is also a star system for rewarding good work. Each child has a star card with space for 25 stars. When a child has earned twenty-five stars a Star Certificate is presented to them in our Celebration Assembly. Children are subsequently awarded certificates for 50, 75, 100, 150 and 200 stars. In the Nursery, children are rewarded with stickers instead.

Children can also receive a Head Teacher’s Award sticker for outstanding work or behaviour.

Sanctions

As has been stated, our emphasis is always on praise, but if a child does not follow the “Golden Rules,” there will be some sanctions.

1. Remind the child of the rules
2. Move the child away from the group for a few minutes
3. Miss a playtime
4. See Head of Nursery and Pre-Prep.
5. Parents are informed

You will be informed by the class teacher if your child has broken the rules 5 times in one day, but this rarely happens. Children start each day with a clean slate. If there is a serious

behavioural issue, the Head of Nursery and Pre-Prep will contact you straight away. We will always work together with the child and parents to resolve any behavioural issues. The Head of Nursery and Pre-Prep takes the lead role in behavioural matters.

Pre-Prep Non-Collection of a Child Policy

(In this policy, the term 'Pre-Prep' includes Nursery, Reception, Year 1 and Year 2 and 'Nursery' includes Ladybird and Butterfly classes.)

Aim

In the event that a child is not collected by an authorised adult, we will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Role of Parents

Parents are asked to provide specific information which is recorded on our registration forms including:

- home address, telephone number, mobile number, and email
- place of work, address, and telephone number (if applicable);
- name, telephone and mobile numbers of adults who are authorised by the parent to regularly collect their child from school, for example a child minder or grandparent
- information about any person who does not have legal access to the child.

On occasions when parents are aware that they will not be at home, in their usual place of work or on their mobile, they are asked to notify the school and give details of where, and how they can be contacted.

On occasions when parents or the persons normally authorised to collect the child are not able to do so, the details of the person who is collecting on that day will need to be given to the class teacher. We agree with parents how the identification of the person who is to collect their child will be verified. A family 'password' must be provided as well as a photograph of the person collecting for safeguarding purposes.

In an emergency, if no one is available to collect a child, the parents are asked to inform us as soon as possible and give details of when someone will be able to collect them. The procedure below from point 5 will then take place.

Procedures

If a child is not collected at the end of the session/day, we follow these procedures:

1. Staff are asked if they have any messages about the child.
2. If no information is available, parents are contacted at home or at work.

3. If this is unsuccessful, the adults who are authorised by the parent on the Contact form to collect their child from Pre-Prep are contacted.
4. All reasonable attempts are made to contact the parent.
5. The child does not leave the premises with anyone other than those named on the Contact Forms, or, in an emergency, someone agreed to by the parent on the phone, as long as the identity of the parent is not in doubt. (The parent will be asked to give the full name of the child, their date of birth and the class teacher's name.)
6. If parents have been contacted and a time given for collection, but the late stay facility is closing and no member of staff is able to stay, the child will be passed into the care of the boarding staff. The parents will be kept informed of where their child is. The child's Contact form will be taken with the child to boarding.
7. If no contact can be made with parents or those authorised to collect the child, then social services and police will be called once Late stay has finished. Canterbury Police station 01227 762055. County Lado 03000 410888 Kent Social services 03000 416161, out of hours central duty number 03000 419191.
8. A full written report of the incident will be recorded.
9. Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.

Holiday Club

Staff supervising the holiday club have access to Contact Forms completed by parents. Staff will follow the above procedure except for point 6 which is amended to "If parents have been contacted and a time given for collection, but the holiday club is closing and only one or no member of staff is able to stay, staff will contact school staff who live on site to come and look after the child." The parents will be kept informed of where their child is. The child's Contact form will be kept with the child. Holiday club staff have a telephone list of staff who live on site to use in emergencies.

Pre-Prep Missing Child Procedure

(In this policy, the term 'Pre-Prep' includes Nursery, Reception, Year 1 and Year 2 and 'Nursery' includes Ladybird and Butterfly classes.)

Aim

St Edmund's, staff will do everything they can to minimise the chance of a child going missing by completing risk assessments and providing appropriate supervision. Staff will complete the register as soon as possible after the children arrive at school so they know who is present that day. The class will be counted regularly during the day and always after playtime, on the way to lunch and when moving around the school site. However, in the event that a child goes missing, we will ensure a search is made for the child as soon as possible, parents and authorities are notified, and remaining children are closely supervised while procedures are followed.

This document should be read in conjunction with the School Safeguarding Policy, the Staff Code of Conduct, the Pupil Supervision Policy and the DfE publication *Keeping Children Safe in Education*, (2021). These can all be accessed at the following link:

Procedures

Missing child on site

- We will check the register to confirm the child came to school.
- A quick search of all rooms in the area where the child is supposed to be will be carried out by staff.
- Check that the child is not having a music lesson.
- If not found, the Head of the Pre-Prep School, the Junior School Secretary and the School Office will be informed immediately.
- The Head of Pre-Prep will organise for some members of staff to conduct a further search for the child. The search will be of Pre-Prep buildings, playground, car parks, the Medical Centre, Sports Hall and Music Department and their surrounding areas. This will be done as quickly as possible. Staff will phone the Pre-Prep Office with any information about the search.
- While the search is made, the Head of Pre-Prep will make enquiries to establish the time of the last sighting, what clothes the child was wearing, such as winter/summer uniform or PE kit, and the mental state of the child (happy, upset etc.)
- The Head of the Pre-Prep will telephone the Head to make them aware of the situation.
- The Head of the Pre-Prep will telephone the police no later than **20 minutes** after the pupil's absence has been reported and report the situation and follow their advice.
- The Head of the Pre-Prep will telephone the parent and report the situation and ask the parent to come to the school.
- Telephone lines should remain as free as possible so that lines are kept open for incoming messages.
- The activities for the remaining children will continue as normally as possible and staff not involved in the search will supervise them.

Missing child off site

- A count will be made to confirm all who are present.
- The teacher in charge will tell all adults and children to go to a meeting point.
- Adults will be asked when they last saw the child and what clothes he/she was wearing.
- The teacher in charge will alert officials at the venue that there is a missing child and take their advice. A description will be given to the venue staff.
- The teacher in charge will allocate some staff to look after the remaining children at the meeting point and send the rest to search for the missing child.
- The teacher in charge will ensure someone phones, the Police no later than **20 minutes** after the child's absence has been reported, Head of the Pre-Prep and parents to inform them of the situation.
- The Head of the Pre-Prep will make the Head aware of the situation
- If necessary, the remaining children will go back to school, leaving a member of staff at the venue to continue to search.
- The staff will take advice from the Police when they arrive.

Holiday Club

The Nursery Manager or Holiday club supervisor will take the place of Head of Pre-Prep during the holidays. The Head of Pre-Prep, Junior School Head or Head of the school will be on call during the holidays. The above procedures will remain in place during the holidays.

Conclusion

A report will be written by the member of staff in charge of the risk assessment making any necessary recommendations. This will be passed on to the Head of Pre-Prep. It may then be passed on to the Head. ISI and Ofsted will be informed, and any other authorities deemed necessary.

Pre-Prep Fire Evacuation Procedure

(In this policy, the term 'Pre-Prep' includes Nursery, Reception, Year 1 and Year 2 and 'Nursery' includes Ladybird and Butterfly classes.)

Pre-Prep Fire Marshals

- Julia Exley (Stable House)
- Anna Purnell (Stable House)
- Elisabeth Sherwin (Abingdon House)
- Pippa Ashenden (Abingdon House, Holiday Club)
- Lauren Reynolds (Abingdon House, Holiday Club)

Precautions

- Staff and children are aware that fire alarms will be tested on a Thursday morning.
- Staff will notify the Fire Safety Manager if the alarm is not audible in their area.
- We will have a practice of the fire evacuation procedure at least once per term.
- When visitors sign in at the School Office or Pre-Prep Office, the fire evacuation procedure is explained to them.
- Staff will have regular fire training.
- Staff will regularly discuss fire evacuation procedures during staff meetings and inset including safe exit routes.
- Staff will ensure fire exit routes are kept clear of equipment, bags, toys etc
- Equipment used for cooking is watched closely when in use and a fire blanket is kept close at hand.

If you discover a fire in the building:

- Sound the nearest alarm, positioned by fire exit doors (by breaking the glass).
- Do not attempt to fight the fire unless trained to do so and children are safely out of the building.
- Leave the building by the shortest safe route

If the fire alarm sounds anywhere on the school site, you must go immediately and quickly to the Lower School playground

The rules for evacuating buildings are:

- Leave buildings immediately by the nearest safe exit.
- The staff in charge of children lead the group out of the building keeping the group together. If there are 2 staff one will lead and one will be at the back of the line.
- If possible, toilets are checked as you leave.
- Do not stop to collect possessions but do take medical bags if possible
- Nursery and Late stay staff will bring their paper registers.
- Shut doors as you exit.
- Walk in an orderly way, do not run.
- Under no circumstances push others, especially on stairs and at doors.
- Move in silence.
- Any staff not attached to a class will support the Nursery classes.

Assemble on the Lower School playground

- Line up in classes at the Pre-Prep end of the playground.
- Assemble quickly and in silence.
- The Head of Pre-Prep or an adult appointed by them will collect the register print out from the Fire Officer by the colonnade.
- The class teachers will check off children against register.
- Remain silent until dismissed.
- Under no circumstances may you enter the building until the 'all clear' has been given by the Head of the Junior School or the member of staff in charge.

School Holidays

During school holidays staff must inform the office if they are on site and sign out on departure. If a fire bell rings assemble on the cricket pitch in front of the colonnade.

Holiday Club

Only children who attend St Edmund's Pre-Prep come to the holiday club and will have had experience of fire evacuation procedures. The above procedure will be adhered to except if the fire bell is heard the staff will lead the children on to the Cricket pitch taking with them the paper register. At least 1 member of staff on duty will have completed the Fire Marshall training.

