

WELCOME TO KINGSLAND SCHOOL

EARLY YEARS PHASE 2025/26 Early Years Procedures Handbook



Name of Child.....

Nursery Class am/pm.....

Reception class to be confirmed

Start Date.....

Dear Parents,

Welcome to Kingsland School Early Years Phase.

Our aims are to provide you and your child with a welcoming, emotionally secure environment and to ensure the transition from home to school is as smooth as possible.

We hope you will find the following information concerning general early years' class procedures reassuring and helpful.

Please do not hesitate to raise any questions or concerns at any time. We will always do our best to assist you.

We look forward to getting to know you and your child in the weeks ahead.

Yours sincerely,

Nathan Allsopp

Mr N Allsopp
Headteacher



STAFF

HEADTEACHER	Mr N Allsopp
DEPUTY HEADTEACHER	Miss D Sandford
EARLY YEARS/KS1 PHASE LEADER	Mr N Allsopp
NURSERY TEACHER	Mrs A Allsopp
RECEPTION CLASS TEACHERS	Miss Burton & Mr Goddard
BUSINESS MANAGER	Mrs C Stephenson
PASTORAL ASSISTANT	Mrs N Sedgwick
FINANCE ASSISTANT	Ms S Howell
SCHOOL TELEPHONE NO.	0121-464-7707
SCHOOL WEBSITE	www.kingsland.bham.sch.uk
(Please access for further information, policies, photographs etc)	



STARTING SCHOOL

Initially, of course, you will want to ensure that your child is 'settled in' and you are encouraged to do this. However, there may be occasions when your child is upset or reluctant to leave you. The staff may suggest that you leave your child to settle on their own. If such an occasion arises, please be guided by staff, as they are experienced in handling such situations.

NURSERY TIMES

Your child will start Nursery on the date indicated at the front of this booklet. We take the children on a staggered intake to ensure they are settling well.

Each session is for three hours. Currently there are two sessions per day.

Part-time morning	Lunches
Monday-Friday 8:40- 11:40 am	11:40 - 12:20

Lunches	Part-time afternoon
11:40 - 12:20	Monday-Friday 12:30-3:30 pm

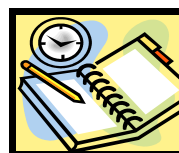
If you are think you may be eligible for the **30 hours nursery place**, please see the school office for the necessary paperwork. The hours for the 30-hour place are 8.40am - 3.30pm. and a hot lunch and supervised cover are payable at £7.50 per day or £5.00 if packed lunch is provided from home. Additional sessions can be purchased at £20 per session, inclusive of lunch subject to availability.

NURSERY DINNERTIMES -

These are optional and are available if your child has settled into Nursery routine. The cost of a hot Nursery lunch and supervised cover is currently £7.50 per day. Nursery lunchtime is 11:40-12:20

RECEPTION TIMES

Monday - Friday 8:45 am - 3:25 pm



EARLY YEARS PROCEDURES

NURSERY CLASS - When children start Nursery it is necessary for parents to take their children into the Nursery classroom, via the side entrance by the green canopy. As part of developing independence please encourage your child to enter the cloakroom area unaided. Staff will support them as necessary.

At the end of the session, the children will leave via the same entrance. When the Nursery staff see the child's parent, children will be passed over to parents by hand. Please be patient as this is for the security of your child.

Settling in period

It is important that in nursery the children are settled and comfortable within their setting. Due to this, we have a settling in period where the children will be in for part of their day. This will then increase over a short time. For the first 3 days we ask the children will complete 1 hour a day. Following these 3 days we will then increase the time to the full amount of time allocated. However, if needed we can extend this reduced time further to support the children's emotional needs. If this is a possibility, we will arrange a meeting with parents/carers.

RECEPTION CLASSES - Children enter from the playground side for Aberystwyth class and from the side door by the canopy for Warwick class. Parents and children to wait outside the class area until a member of staff welcomes the children into school.

At the end of the session, the children will leave one by one when staff see the child's parent. This is to ensure your child's safety.

- The main **Nursery gate** will be locked between: 9.15 - 3.00 pm.
- The entrance from Kingsland Road will be locked between: 9.05 a.m. and 3.10 p.m.
- If you need to gain entrance outside these times, please go to our main school entrance on Bandywood Crescent.

Settling in period

It is important that in reception the children are settled and comfortable within their new surroundings. Because of this, we have a settling in period where the children will be in for part of their day. This will be over the first two weeks in September. The first week will be 8.45-11.30. The following week will be 8.45-1.15. This would normally be the end of the phased settling in period. However, if needed we can extend this reduced time further to support the children's emotional needs. If this is a possibility, we will arrange a meeting with parents/carers.

PLEASE COLLECT YOUR CHILD PROMPTLY. Parents of older children are asked to collect their Reception child first. If you are delayed, please phone the school to let us know.

If another adult is collecting your child please inform school before the end of the school day. (Please inform the teacher or a message can be left at the school office 0121 464 7707). In line with our procedures all parents are also asked to complete a list of carers and contacts for our database/emergencies. If you need someone to collect who is not on the contact list, a password will be requested. The school must be informed of any adult **who is not allowed** to collect a child.

In any emergency/difficult situation school endeavours to support parents as now. **We greatly appreciate** a phone call as early as possible informing us of potential problems with normal collection of your child/ren and changes that this may lead to with persons to care for the child. The school office is generally open 8:00am - 4:30pm.

Please see Appendix 2 - Inter Agency Protocol on uncollected children.



All Reception children and Years 1 and 2 are entitled to a hot meal provided by the school as part of the Government initiative. Children have a choice from a range of healthy foods (low salt/low fat/low sugar) and are assisted with making a selection. School dinners encourage social and cultural interaction, as well as developing manipulative skills. Children really enjoy the

lunches and extra time they have for free play with their friends.
If you prefer your child to have sandwiches, these must be provided by parents.

Milk and a piece of fruit is provided free of charge for all children in Nursery and Reception classes.



HEALTHY SCHOOLS STATUS has been attained and we continue to strive to ensure that we are a healthy school. We review this annually to ensure our standards are maintained. If packed lunches are provided, they need to comply with the guidelines (i.e. low salt/low fat/low sugar).

EARLY YEARS FUND

This fund is separate from school fund and this small amount enables us to provide an enhanced provision for your child. This means that your child receives top quality input and resources at all times.

It is used to provide:

- ❖ Drinks, biscuits, breakfast, additional snack, cooking ingredients, Christmas parties, themed days, activity days, trip subsidies, and specialist art, craft and topic materials.

We ask for £2.00 per week. This is regardless of how many days your child attends during the week. Obviously, this is not payable if your child is absent for the whole week. This is payable through Parent Pay and an activation code and log in information will be given to you at induction. This will be explained clearly at induction. Unfortunately, the office can no longer accept any monies.

Early Years Fund is payable every Monday morning, or half termly through parent pay.

P.E. - Reception class onwards

We encourage the children to wear a PE kit. Please send a basic white T shirt and shorts (white) and black pumps.

Nursery -

Cardigans/jumpers, socks and shoes may be removed on occasion for some activities. By summer term children are usually ready to participate in sports. Shorts, T shirts and black pumps will then be needed. All items should be named.

SCHOOL UNIFORM

Children wear Kingsland uniform. This is on display in the main reception area at school and can be ordered from Gogna Schoolwear, 67/69 Rookery Road, Handsworth, Birmingham. B21 9QU. Tel: 0121 523 5572.

The school uniform consists of;

A grey v neck jumper or cardigan with the school logo or an alternative grey jumper or cardigan.

A light blue polo shirt

Grey trousers or skirt

Grey socks or tights

Black shoes made of a polishable material

A light blue check or striped dress (for summer)

Grey shorts (optional)

The PE kit is a plain white T shirt, black shorts and black pumps

For outdoors a dark grey/black tracksuit and trainers may be worn.

Black book bags, a black waterproof coat, grey cap, black PE bag and black bookbag with the school logo are also available.

Ties are not worn until Year 6.

We aim to keep the cost of uniform as low as possible to support families and all items can be purchased from Gogna or from a supermarket.

Aprons are provided for messy activities.

Outdoor playsuits and wellingtons are provided for all weather and outdoor play.

NURSERY – Spare clothes

It will greatly help us if you will supply a spare change of clothing in a named plastic bag on their peg for any possible wetness/paint accidents etc.

Wellingtons for outdoor play.

Parent code of conduct:

We want Kingsland School to be a positive and supportive learning environment for everyone at Kingsland School. We expect all parents to sign and abide by the Parent Code of Conduct which indicates how all adults on site should act as well as all appropriate policies regarding conduct and safety.

IMPORTANT NOTE

Please ensure that all uniform, coats, hats, gloves etc are clearly marked with your child's name.

Except for plain gold stud earrings, please leave all jewellery at home.

BIRTHDAYS

If you wish, you may bring a birthday cake on your child's birthday to share with their friends during the school day.

This must be a bought cake so that ingredients are clearly available. This protects children with various allergies/sensitivities and is in line with LA guidelines.

ABSENCE/SICKNESS

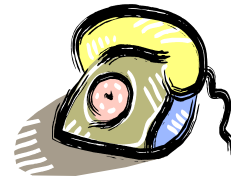
- ❖ There is clear evidence that children will succeed in school if they attend every day. Both academically where they can engage actively in learning and build the foundations of health and well-being and thus develop into socially and emotionally healthy individuals. We have a clear policy on attendance which is in line with government guidelines. Non-attendance after the age of 5 will lead to fines and a court appearance via a legal process. Persistent unauthorised absence equates to 10 days lost in any school academic year. 5 days missed could lead to a potential fine.
- ❖ If your child is unwell or unable to attend school for any other reason, please inform the school on the first day of absence. The school office will pass on the message to the class teacher.
- ❖ If your child contracts any infectious disease, in fairness to the other children, they must remain at home.
- ❖ School staff cannot give any medication to a child in their care



❖ Chronic Medical conditions

(i.e. potentially life threatening) are an exception to this. These include asthma inhalers, epilepsy medication etc. Any related medication requirements need to be discussed with the Headteacher/SLT. Medication must be marked with the child's name and dosage. A medical form must also be completed, available at the office.

- ❖ If your child is taken ill or has an accident, you will be contacted immediately.



❖ **MEDICAL INFORMATION/ALLERGIES**

If your child has a medical concern/allergy, please inform the staff at the induction meeting.

Most school staff are trained in first aid and parents are always contacted if there is a health concern.

EMERGENCY CONTACT NUMBERS

We require a minimum of three contact telephone numbers in the event of an emergency. Please ensure these are always kept up to date.



WHAT YOUR CHILD WILL DO IN NURSERY AND RECEPTION AND HOW PROGRESS IS ASSESSED

See Appendix 1

HOME VISITS

These will be arranged at induction by the Early Years Leader / Nursery Teacher. Existing Nurseries will be visited as applicable.

THE SCHOOL'S ROLE IN CHILD PROTECTION AND SAFEGUARDING

- The school has a duty of care to all children and follows Local Authority guidelines on all safeguarding issues.
- Children identified as vulnerable through child protection issues are monitored with appropriate agencies.
- Persistent absences are treated seriously with appropriate steps taken to protect the child which may include court.
- All staff in this school are subject to safer recruitment procedures on employment and receive continual child protection updates.

RAISING A CONCERN

We take parent views very seriously at Kingsland. If parents have a concern and would like to talk it over with a staff member there are letters, for parents to complete, in the main reception for both reporting a bullying concern or to request a meeting.

Firstly, discuss this with the class teacher. If this is unresolved, please make an appointment with the Deputy Headteacher Mr Allsopp. A further appointment can be made with the Headteacher Mrs Sedgwick if necessary. Governors can always be contacted via, Clerk to Governors at the school office.

TOYS

Please do not allow your child to bring personal toys to school as they are easily lost or broken.



PHOTOGRAPHS

We often take photographs of the children involved in work or play for display; these are also on the school website. Our admissions booklet includes a consent form for you to give permission.

Our futuristic school provides a wonderful learning environment for all our children. We have bright airy classrooms, air conditioning, tinted glass windows and a modernised IT suite. Kingsland funded a purpose-built Early Years Unit for our Nursery children which overlooks a spacious playing field used for PE, sports days and special events. Our playground is landscaped, providing healthy activity trails, slides, play equipment, a multi-purpose hard court and an outdoor curriculum area with seating and green areas.



FINALLY

We are sure that your child will have a wonderful experience as we aim to provide an outstanding provision at all times at Kingsland Primary School.



APPENDIX 1

THE EARLY YEARS CURRICULUM – Nursery-Reception

Children's progress is monitored closely throughout this time in Nursery and Reception. By the **end** of Reception children are expected to have followed the **EYFS Educational Programmes**. These educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

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, story-telling 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.

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.

Physical Development: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. 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.

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.

Assessment in the Nursery and Reception (EYFS)

Development Matters sets out the pathways of children's development in broad ages and stages. However, the actual learning of young children is not so neat and orderly. The main purpose of these pathways is therefore to assess each child's level of development. Accurate assessment helps practitioners to make informed decisions about what a child needs to learn and be able to do next. The development matters document is not a tick list, the guidance helps check that children are secure in all the earlier steps of learning before the teacher looks at their 'age band'. Depth in learning matters much more than moving from one band to the next or trying to cover everything. A child's learning is secure if they show it consistently and in a range of different contexts. Assessment is made through careful daily observations in addition to observational checkpoints, questioning and activity focuses.

Broad phases of development

Entry to Nursery – age related expectations

We would expect 85%+ to show competence in the majority of elements of the young children stage of development, and have made significant progress within the 3-4 years olds stage of development.

Entry to Reception – age related expectations

We would expect 85%+ to show competence in all elements of the 3-4 stage of development, and have made significant progress within the Reception stage of development. Children will either be emerging or expected within this broad phase.

Early Learning Goals: The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below. The ELGs should not be used as a rigid curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends, play is still fundamental to and at the heart of children's learning and development in EYFS. Instead, the ELGs

should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1. When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not formally required, and teachers are not required to record evidence, however in Kingsland we feel it is important to record our children's learning journey and use Tapestry to document their wow moments in each of these areas and to develop good home school links.

Communication and Language

ELG: Listening, Attention and Understanding - Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking - Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation - Children at the expected level of development will:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self - Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships - Children at the expected level of development will:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills - Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills - Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension - Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading - Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing - Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number - Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns - Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present - Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities - Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World - Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials - Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive - Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

APPENDIX 2

INTER-AGENCY PROTOCOL (Schools/social Care/Police) working together where children are not collected/or received from school care at the end of the school day/or school activities) (LA Guidelines when a child is not collected June 2025)

In line with the policy issued by City of Birmingham the following now needs to apply to any children not collected as above.

- ❖ The school now need 3 emergency contact numbers. Key staff (school main office) need to be informed of any changes and these need to be kept up to date by parent.
(Responsibility Parent/Carer)

- ❖ Only the first named parent/carer can notify school of any changes in these contact details (and methods to prove identity as required).
(Responsibility Parent/Carer)
- ❖ Any changes in arrangements for the end of the school day times/activities are notified to parents in writing.
(Responsibility School)
- ❖ When a child is unable to be transferred to the parents' care at the end of the school day. The school will support for a 15-minute buffer time. Every effort will be made to contact the parent/carer
After this time, in line with Governor policy the child will be transferred to after school club for which a cost will be incurred.
(Responsibility Parents & School)
- ❖ N.B. 2 members of staff need to stay on site until the child is transferred to the care of the parent/carer. This will normally be a member of the Leadership team and 1 other staff (appropriate to age). Please bear in mind that staff also have commitments after school.
- ❖ A record will be kept of incidents. *(Responsibility – School)*
- ❖ Repeated occurrence arising will be dealt with in accordance with school's child protection procedure with the involvement of Social Services.
(Responsibility – School)
- ❖ A child not collected by 4.30 p.m. (or within 60 minutes of the end of school activity and the Headteacher being unable to contact a named carer will lead to involvement of Social Care Services who will then carry out checks and involve the local Police. *(Responsibility – School)*
- ❖ If an appropriate relative or carer is located, he/she will be asked to ensure that the child is collected/received from school.
(Responsibility School/Social Services)
- ❖ By 5.30 pm (or 2 hours from the end of the school day, a decision will be made by Social Care to assume direct responsibility for the child's care. If attempts to contact a parent or appropriate carer are still unsuccessful, Social Care Services will arrange for the child to be taken to a place of safety e.g. a temporary foster carer or residential home.
(Responsibility – Social Services)
- ❖ All changes of carers need to be put in writing to the office.
(Responsibility – Parent/Carer)
- ❖ Children attending **After School Clubs** running after Autumn half term and until the nights become lighter in the Spring again are required to be collected by a responsible person (over 16).
- ❖ All children in Year 4 and below are required to be collected.
- ❖ Years 5-6 may walk home with a signed parental permission form from activities until darker nights after Autumn half term.

