

The Oxford Academy

2015 - 2016



Early Years Guide for Parents

General School
Rules & Regulations



Contents

Page no.	
2	Introduction
3	Purpose & Aims of the Early Years Department
4	Mission Statement
	Attendance
	Food and drink
	Uniform
5	Security
	Extra clothing
	Field trips
5-6	The curriculum
6-7	Parent – teacher communication
	Special activities
7-9	Illness
	Exclusion of sick children
	Medications
	Infectious diseases
	Emergency procedures
9-11	Behavioural guidance
	Biting and hitting
	Accident procedures



Welcome to the Early Years Department of Oxford Academy

If you are the parent of a child entering KG or Reception, it is likely to be a time of great change and uncertainty for both you and your child. This handbook has been developed to help ease this time by giving you as much information as possible to facilitate the relationship between teachers and parents and provide you with specific information about the Early Years Department and the curriculum we offer. It includes in-depth descriptions of our curriculum, policies, procedures, and parent expectations.

The Early Years Department at Oxford Academy provides a wonderful place for your child to grow and develop in a warm and nurturing environment. We believe that our children need to feel secure and important at all times! We build on a strong foundation by providing learning, adventure and guidance. Children will grow in an environment that invites and encourages their curiosity and questions as well as providing outlets for them to express themselves. We encourage thoughtful and respectful interaction between all people involved in the Early Years Department, making children feel comfortable to open up and take life in!

Parents are a key factor in creating a successful pre-school and first year of formal education programme. Through parental involvement, we are better able to meet the needs of our families. We like to think that families will work with us as a team to provide an environment that assists the growth of children into well-adjusted individuals with positive self-images.

If you have any questions or concerns after you have read our handbook, please feel free to contact the school at any time.



PURPOSE AND AIMS OF THE EARLY YEARS FOUNDATION STAGE

Every child deserves the best possible start in life to fulfil their potential. A child's experience in the Early Years Department has a considerable impact on their future. A secure, nurturing and happy childhood is important as it provides the foundation for children to make the most of their abilities and talents as they grow up.

The overarching aim of the EYFS is to help every child achieve the five *Every Child Matters* outcomes of **staying safe, being healthy, enjoying and achieving, making a positive contribution** and **achieving economic well-being**.

- Setting the standards for learning, development and care young children should experience when they are attending a setting outside their family home, ensuring that each child makes progress and that no child gets left behind.
- **Providing for equal opportunities** and anti-discriminatory practice and ensuring that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, gender or abilities.
- **Creating the framework** for partnership working between parents and professionals and between all the settings that the child attends.
- **Improving quality and consistency** in the early year's sector through a universal set of standards which apply to all settings, ending the distinction between care and learning in previous frameworks, and providing the basis for the inspection and regulation regime.
- **Laying a secure foundation for future learning** through learning and development that is planned around the individual needs and interests of the child, and informed by the use of on-going observational assessment.



MISSION STATEMENT

The goal of Early Years is to create an environment for children that supports and nurtures their growth and development. There is an emphasis on learning, yet an understanding of the importance of interactive play and imagination. Our trained, experienced and caring staff will be on hand to guide children to thoughtful, respectful interaction as well as make every child's learning and daily experiences nothing but positive.

ATTENDANCE

Children need to come to school, on time, each day. The beginning of the day in Early Years is a very important time for your child; there is lots of language being used and routines are being established. Latecomers are more likely to become upset and can upset children who are already settled. Children will also be able to better cope with school if they have had a good night's sleep and a healthy breakfast.

The school day begins at 7:45am and ends at 1pm, Sunday to Thursday. It is important that your child is collected promptly each day as they may find it very upsetting to see their friends leave and worry about the reason they have not been collected.

FOOD AND DRINK

Children will learn how to interact socially while they are eating as well as about a healthy diet and good hygiene. Please support us by sending healthy food to school with your child each day. This should consist of one of each of the following:

A sandwich or biscuits

Fruit and vegetables (ready prepared for your child to eat)

Yoghurt (please provide a spoon), cheese, eggs, milk, water

Please keep crisps, sweets and chocolate to a minimum.

Children who bring gum, lollipops, fizzy drinks, drinks in glass bottles, too much chocolate and sweets will have them removed and they will be given to the person who picks them up at the end of the day.

UNIFORM

Please ensure that your child wears school uniform each day apart from PE days. You will be informed on which days your child needs to wear PE uniforms. In order to ensure their safety, children should not wear jewellery, apart from small hoop or stud earrings for girls. Nail varnish is not allowed. Please tie long hair up with a plain blue or black band.

You will also need to provide a large t-shirt (old one of mummy or daddy) for art activities



SECURITY

It is vitally important that we keep your child safe and secure. Please help us by letting your child's class teacher know if someone else will be picking your child up or if you will be delayed due to unforeseen circumstances. Children will not be allowed to collect siblings or relatives from the Early Years Department.

EXTRA CLOTHING

Children may have several accidents during their first experience of being away from home. Please provide a change of clothing, including underwear for your child in case this occurs. The extra clothing should be given to your child's teacher in a clearly marked plastic bag. If your child does have an accident their clothing will be returned to you. Please ensure you bring in a fresh set of extra clothing if this happens so we can keep your child happy and comfortable.

FIELD TRIPS

Children will be transported from time to time for field trips or other activities. Written permission will be obtained in advance for any child who wishes to participate in the outing. No child will ever be left unattended in a vehicle at any time. Child/teacher ratios will be maintained at all times to ensure the safety of the children.

No personal toys or other items should be brought into the setting to avoid breakage or loss. Violent toys such as guns, knives, or swords are NOT allowed in the setting at any time.

CURRICULUM

The Oxford Academy's Early Years' curriculum is based on the British Statutory Framework. It is built on the idea that children develop and learn in different ways and at different speeds and that all areas of learning and development are equally important and interconnected. There are six areas of learning and development. At Oxford, we teach children through topics. The topics are broken down into goals for each area of learning.

COMMUNICATION, LANGUAGE and LITERACY

This learning area is concerned with listening and understanding, speaking, reading and writing. Activities your child will be involved in will be many but some examples are: talking to adults and children, listening and re-telling stories, singing rhymes and songs, learning phonics, recognizing letters and writing and reading simple stories.



PROBLEM SOLVING, REASONING and NUMERACY

This learning area is concerned with numbers, addition, subtraction, shapes, colours, measuring and size.

Activities your child will be involved in include sorting, matching, recognising numerals, weighing, measuring, comparing as well as addition and subtraction.

PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT

This area of learning is concerned with our relationships with others, taking care of ourselves, making the right choices and dealing with our feelings.

Some of the experiences your child may have are: Self help, eating and choosing healthy food, dealing with strong feelings such as anger and interacting with adults and other children.

KNOWLEDGE and UNDERSTANDING of the WORLD

This learning area is concerned with the weather and seasons, animals and where they live, what they eat, growing, countries and cultures, what things are made from, how we use them. Learning experiences in this area may include growing plants, sorting animals by place or number of legs, looking at maps, learning about water, buildings and people.

PHYSICAL DEVELOPMENT

This area of learning focuses on children using their large and small muscles.

Activities might include throwing and catching balls, jumping and hopping, running, playing with play dough, using a pencil or paintbrush and threading beads.

CREATIVE DEVELOPMENT

This learning area is concerned with art, music, dance, drama and using our imagination.

Activities might include singing songs, saying poems or stories, dancing, pretending to be a doctor or mum and dad, painting, cutting, sticking and puppets.

PARENT/TEACHER COMMUNICATION

Reading/Communication Book

Each child will have a Reading/Communication Book to record information parents need to know. Please use these as your main form of communication with your child's Teacher.

PARENT- TEACHER CONFERENCES

Scheduled conferences are held regularly. Please see the school calendar for dates. Parents will be notified of dates in advance. Other conferences may be held throughout the year at either the parent or teacher's request.



Telephone

Classroom teachers and the HOD will be very happy to discuss any questions or concerns with you. You should feel free to call them at any time; however, the teacher may need to call you back at a more convenient time so they can give you the attention you deserve.

CURRICULUM INFORMATION SHEETS

Every two weeks your child will bring home information detailing the topic to be covered, the teaching planned for each area of learning, the vocabulary used and how you can help your child at home.

READING

Please help your child with their phonics and reading each day.

SPECIAL ACTIVITIES

Your child will be involved in several special activities throughout the year such as Sports Day, and field trips. You will be informed of the dates and we would really love to see you there to celebrate your child's achievements.

You may also have informal chats with your child's teacher at the beginning and end of the day. Please do not interrupt teaching time to discuss your child with class teachers.

If a child becomes ill while at school, the child will be isolated from the other children and the parent will be called to pick up the child.

ILLNESSES

Keeping all the children who attend Early Years as healthy as possible is a top priority. Illnesses can be difficult and frustrating and we appreciate all of the cooperation and understanding when dealing with these issues. Children may NOT attend Early Years with symptoms of illness or a communicable disease. Below is a listing of possible signs of illness and communicable diseases.

☒ the illness prevents the child from participating comfortably in activities as determined by either the child's teacher or the school nurse.

☒ The illness results in a greater need of care than Early Years' staff can provide; which in turn would compromise the health and safety of the other children.

Please do not bring your child to school if he/she has any of the following conditions:



- **Diarrhoea** – 3 or more abnormally loose stools since admission that day must be removed from care.
- **Vomiting:** 2 or more episodes in the previous 24 hours
- **Rash with fever** or behaviour change, until a health care professional determines that these symptoms do not indicate a communicable disease.
- **Pink Eye** (contagious conjunctivitis): discharging eyes or ears until the child has been on medication for 24 hours.
- **Laboured breathing** such as wheezing or extreme congestion
- **Lethargic, non-functional behaviour**

Exclusion of a sick child: To keep other children safe from any infection, a child that develops an illness while at the setting will be excluded from the regular classroom activities. For comfort, the child will be given a blanket and cot in the doctor's office. The child will rest there until their parents arrive.

It is our responsibility to protect all the children in our care. Please consider others when your child is ill. Collect your child as soon as possible, keep your child home if any symptoms arise or continue.

MEDICATIONS

Teachers will not administer medications to children.

The medication must be taken to the school nurse.

A "Permission to Administer Medication" form **MUST** be signed by parents before any medication is to be given. This includes Panadol, skin creams and all other over the counter medications. No medications will be administered without a parent's **WRITTEN** consent. Parents can obtain this form from the front office or from the school nurse. Parents are required to bring their own supply of all medications in their original packaging. If medication is prescribed by a physician, it must be accompanied by the doctor's written instructions as to proper dosage and storage, and is labelled with the child's first and last name with the date.

INFECTIOUS DISEASE

(List is not all-inclusive)

Disease Minimum exclusion period

Chicken pox 5-7 days from onset of rash or until ALL lesions are scabbed over.

Impetigo 24 hours after antibiotic treatment has begun

Pink Eye 24 hours after antibiotic treatment has begun and no drainage is present.

Influenza 24 hours after fever and symptoms have ceased



Strep Throat or Scarlet Fever 24 hours after antibiotic treatment has begun and no longer has a fever.

Measles 4 days after onset of rash

Rubella 6 days after onset of rash

Mumps 9 days after the onset of the glands swelling

Unspecified Respiratory Illness (Includes common cold, sore throat, croup, bronchitis, runny noses, or ear infection)

EMERGENCY PROCEDURES

Parents will be notified immediately of any emergency or injury involving their child.

Our source of emergency care and emergency dental care will be the nearest clinic.

The child will be accompanied by a staff member until parents arrive.

Every precaution will be taken to ensure the safety of the children in our care. Parents will be informed of any accidents, incidents, injuries, and all action taken. Accident reports will be filled out by teachers when any accident, incident, or injury occurs. A copy of that report will be kept in the child's file and the accident, incident, or injury will be recorded in the class accident log.

BEHAVIOUR GUIDANCE

Corporal or physical punishment will NEVER be used in any form in the Early Years Department at THE OXFORD ACADEMY. No child will ever be subjected to emotional stress. Positive strategies for behaviour guidance will be used in order for your child to keep his or her dignity and to strengthen self esteem.

Early Years will:

- ✓ Ensure that each child is provided with a positive model of acceptable behaviour.
- ✓ Tailor responses to the developmental level of the children.
- ✓ Redirect children and groups away from problems, toward constructive activities, in order to reduce conflict.
- ✓ Teach children how to use acceptable alternatives to problem behaviour in order to reduce conflict.
- ✓ Protect the safety of children and staff.
- ✓ Provide immediate and directly-related consequences for a child's unacceptable behaviour.
- ✓ Early Years will observe and record the behaviour of the child and staff response to the behaviour.



Dealing with persistent unacceptable behaviour involves an initial consultation with the parents to establish goals and create a partnership to address the behaviour. A second conference may be necessary to outline new approaches and discuss consequences. Any child whose behaviour places him/her in danger of jeopardizing the health, safety, and welfare of others in attendance will have a parent notified to pick up the child.

Early Years has a responsibility to protect the safety of all children as well as that of staff. Therefore, when a child engages in persistent unacceptable behaviour (examples: biting, violent behaviour and inappropriate language), the following procedure must be followed:

1. Staff will observe and record the behaviour of the child and staff response to the behaviour.
2. Staff will work with parents and other professionals (if needed) to develop a plan to address the unacceptable behaviour.
3. Parents will be asked to sign a contract of good behaviour.

BITING AND HITTING

Biting and hitting may occur in different areas of the setting. This happens periodically in even the best child care settings and is an unavoidable consequence of group care. When it happens it can be scary, frustrating, and very stressful for children, parents, and teachers. It is not something to blame on the children, parents or teachers and, unfortunately, there are no quick or easy solutions.

Both biting and hitting are normal behaviour for young children who have not yet learned how to deal with strong feelings such as anger, frustration and fear. The safety of all children in our care is a priority. The Early Years Team will do everything we can to prevent a situation where this policy must be put into effect. Staff will follow the unacceptable behaviour procedure listed above if biting or hitting occurs.

What teachers do when biting or hitting occurs:

- Focus on the child who was injured
- The aggressive child will be redirected
- Simple language is used "Biting Hurts!"
- Explain to the child that they need to use gentle touches. Explains what our mouth is used for.



- An accident/Injury Report will be given to parents of the child who was bitten. The child who bit will have a verbal conference with a staff member in the room. Teachers will track occurrences of biting or hitting. Listing the time of day, reason (if known), and action taken by the staff.
- Conference with parents will be scheduled.
- Strategies will be provided to the parents and agreed upon by the lead teacher and parents to reduce hitting/biting behaviour
- Strategies will be evaluated

Confidentiality will be maintained at all times (the name of the child who bites will not be released to the parents of the child who is bitten). Biting is a developmentally appropriate behaviour. Delayed punishment does not work. Children do not connect an event of one time of the day to be a consequence of an event, activity, or action of an earlier time of the day.

Teachers address the biting incident when it happens and assist the children in appropriate alternatives at that time. We discourage parents from punishing or reprimanding their child later in the day for a biting or hitting incident which occurred at the setting.

ACCIDENT PROCEDURES

Injuries at the setting will be documented and kept on file. If your child is injured while at the setting you will receive a written report telling you what happened and what actions were taken by the staff. Parents must read and sign the reports. The report will be stored at the setting in your child's file.