



Diverse Academies
Learning Partnership

Tuxford Primary Academy

Early Years Foundation Stage

Policy

October 2019

Office use

Published: October 2019	Next review: October 2020	Statutory/non:	Lead : Natalie Ashton-Marsch
Associated documents: DALP Safeguarding Policy DALP Health and Safety Policy DALP Special Educational Needs Policy Early Years Framework DFE 2017			
Links to:			

TPA Breakfast Club and After School Club Policy

<file:///C:/Users/rgreenfield/Downloads/TPA%20Breakfast%20Club%20Policy%20Updated%20Jun%202018.pdf>

<file:///C:/Users/rgreenfield/Downloads/TPA%20After%20School%20Club%20Policy%20Updated%20Jun%202018.pdf>

TPA Behaviour policy

<file:///C:/Users/rgreenfield/Downloads/TPA%20Appendix%20to%20DALP%20Behaviour%20Principles%20Statement%20October%202018.pdf>

AIMS AND PRINCIPLES

At Tuxford Primary Academy children are able to develop into individuals and are offered opportunities to promote a positive self-image through activities encompassing all areas of development. No child is excluded or disadvantaged. We offer a structure for learning which cover all 7 areas of learning within the EYFS Framework to meet the needs of the individual child, whilst providing a rich stimulating environment.

STATEMENT OF INTENT

At Tuxford Primary Academy we strive to:

- Provide quality education tailored to each pupil.
- Provide enabling environments to teach pupils self-confidence and self-reliance.
- Develop speaking and listening skills to enable children to express themselves fluently and confidently in a range of situations.
- Acknowledge the importance of play in meeting each child's holistic needs.
- Provide a curriculum full of enriching experiences and meaningful learning opportunities.
- To provide each child with the opportunity to shine.
- To value all areas of learning and recognise their importance in developing the whole child.

EQUAL OPPORTUNITIES

At Tuxford Primary Academy we are proud to be a multicultural society, sharing British Values of respect and tolerance. The Early Years takes great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they be an adult or child. Discrimination on the grounds of sex, race, religion, colour, creed, marital status, ethnic or national origin, or political belief, has no place within this Early Years setting. No child will be discriminated against on the grounds of sex, race, religion, colour or creed. Should any person believe that this policy is not being totally complied with, it is their duty to bring the matter to the attention of the senior leadership team at the earliest opportunity and to follow the complaints policy accordingly.

The Early Years staff are committed to:

- Encouraging positive role models, displayed through toys, imaginary play and activities that promote non-stereotyped images. Books will be selected to promote such images of men and women, boys and girls.
- Encouraging children to join in activities, i.e. dressing up, shop, home corner, dolls, climbing on large apparatus, bikes, etc.
- Regularly reviewing childcare practice to ensure the policy is effective

STAFF

NURSERY STAFF

Miss Charlotte Williams: Nursery Manager

Mrs Karen Chambers: Deputy Nursery Manager

Miss Emily Brunt: Nursery Assistant

Miss Marie McCarthy: Nursery Assistant

Miss Charlotte Cornwell: Nursery Assistant

RECEPTION STAFF

Mrs Natalie Ashton-Marsh: Early Years Lead and Reception Class Teacher

Mrs Lynne Machin: Reception Class Teacher

Mrs Long: Reception Teaching Assistant

ADMISSIONS

Throughout the school, preference for admissions will be given to siblings, however further details are also available in our admissions policy. Tuxford Primary Academy is committed to admitting pupils for whom we offer an appropriate education on an inclusive basis. Entry into Early Years is determined in a variety of ways and depends on available space. Each new child will be expected to attend a taster day when an assessment is made by the Nursery Manager. Feedback is provided at the end of the session to parents. Parents are asked to complete a medical questionnaire to provide all relevant information required about the child. A terms notice is required in writing to the Principal before withdrawing your child from Tuxford Primary Academy. A months' notice is required for a child leaving Nursery.

THE FOUNDATION STAGE CURRICULUM

The EYFS is based upon four key principles;

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

At Tuxford Primary Academy children are able to develop into individuals and are offered opportunities to promote a positive self-image through activities encompassing all areas of development. No child is excluded or disadvantaged. We offer a structure of provision which covers all 7 areas of learning within the EYFS Framework to meet the needs of the individual child, whilst providing a rich stimulating environment. Each child is encouraged to reach their full potential through positive reinforcement and modelling.

Our curriculum at Tuxford Primary Academy is based on the 7 areas of learning as stated in the Early Years Framework Document 2014. (For further information relating to the EYFS please go to the DFE website). The Early Years Foundation Stage is a curriculum from birth to five years old. We at Tuxford Primary Academy follow the strands set by this curriculum and concentrate learning opportunities on the seven areas of learning (3 Prime and 4 Specific) which are;

PRIME

1. Personal Social and Emotional Development
2. Physical Development
3. Communication and Language

SPECIFIC

1. Literacy
2. Mathematics
3. Understanding of the World
4. Expressive Arts and Design

All of these areas are equally important and fundamental to every child's learning and development. All areas are delivered through a balance of adult led and child-initiated activities. Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. At Tuxford Primary Academy we set realistic yet challenging targets that meet the needs of our children. We achieve this by planning and differentiating to meet the needs of all children in our care. Children are taught in a variety of ways; in whole class groups, small group work, pairs and individually. We are dedicated to providing excellent pastoral care and education to those children in our care.

ASSESSMENT

Continual formative assessment is carried out in the form of observational assessments of the children's interactions in and around the setting using the Early Excellence Assessment Tracker EEXAT. These assessments link to the developmental milestones in the EExAt tracking tool. These assessments are made on the basis of observations and knowledge of the whole child. We use the EExAT software package, to analyse this information and ensure that staff and parents have a thorough knowledge of their child's progress. In the Reception year the children are assessed against the Early Learning Goals and our results are reported to the local authority. Each child will have a learning journey on EExAT that measures their development during their time with us, until they progress to KS1. Throughout the year the school takes part in all reasonable moderation

activities specified by the local authority and DALP provides both with such information relating to the EYFS Profile and assessment as they may reasonably request. Parents play an important role in our observation and assessment and are given opportunities to discuss the development of their child at regular parent consultation meetings as well as through weekly assemblies and the children's Learning Journals. Furthermore, the children's own assessment of their learning is tracked through pupil voice.

CURRICULUM TIMETABLE

Nursery

Time	
8.25	Children arrive from breakfast club
8.45	Morning books and register
9.00	Read, Write, Inc.
9.20	Free flow
10.00	Maths
10.20	Snack
10.45	Free flow
11.30	Story time
11.45	Morning session ends
12.00	Lunch
1.00	Registration and time story
1.15	Read Write Inc. for children who have arrived for the PM session, Freeflow
2.40	Snack
3.00	Story time
3.15	Afternoon session ends

Monday 2-230 pm Staples Dance

No maths on Wednesday. We have snack at 10 am then P.E

Reception

W/C:	Main Focus: This is dependent on the half termly topic.						
Day	8.45-9.05	9.05-10.15	10.15-10.30	10.30 -11.15	11.30 – 12.30	12.30 – 1.30	1.30-3.10
	Activities Register Name writing	Topic input and activities Listen to readers Observations	Snack Circle Time PHSE/Golden values Story time	Funky Fingers activities in groups Number interventions	Lunch	RWI Literacy interventions	Snack Outside play Number input and group activities PE - Friday

WRAP AROUND CARE

Wrap around care is provided for all children from 7.30am-6pm in the Hall and Nursery Setting, where they will receive a breakfast and/or light snack included in the fees. See Supervision policy and Breakfast and Afterschool Club (BSC & ASC) policy for ratios and further details.

Please contact Miss Cottam to book your child into wrap around care on 01777 870482

UNIFORM

The children's uniform includes a waterproof coat which should be in school at all times to protect against light showers on the playground. During warmer months, the children are protected by their summer hats. If parents have not purchased these, the school will allow children to wear any light coloured hats to protect themselves from the sun. We also recommend parents apply sun cream to their children prior to bringing them to school. Children are allowed to bring a named bottle of sun cream to school which they may apply to exposed areas of the body.

BEHAVIOUR

At Tuxford Primary Academy we have high expectations of all of our pupils. Behavioural incidences are rare and positive reinforcement is consistent. The children follow the 'Golden Values' in and around school and from Reception receive 'Star of the Week' and 'Gold Cards' when they have demonstrated consistently desirable behaviour. Staff ensure they have read and fully comply with the expectations relating to their role and the management of children's behaviour as follows. Please see our Safeguarding and Whistleblowing policies for more information. Staff at Tuxford Primary Academy are consistent in setting limits for children and provide support for each other. Our staff and older pupils are outstanding role models for the children in the Early Years at all times, ensuring that they demonstrate respect, good manners and a calm and open demeanour at all times. Our Early Years pupils learn from this and work hard to demonstrate appropriate behaviour at all times. Occasional aggressive outbursts are part of normal development for children in the foundation stage and incidences reduce as children gain a more comprehensive understanding of their emotions and how to express them. It is when aggression is persistent that it is abnormal. Persistent aggressiveness is almost always a manifestation of insecurity and a need for love. All incidences of aggressive behaviour are logged electronically and discussed with key workers and parents. Should concern for a child arise Key workers/Teachers will work together with the

parent/carer and plan how to manage the child in a calm and consistent way. At Tuxford Primary Academy, we believe in positive reinforcement as a primary approach. Key workers and teachers are consistent and flexible in their approach to managing children's behaviour, adjusting their responses according to the demands of the situation and the age and individual needs of the child. We provide hands-on life experiences to help children to mature appropriately and encourage cooperative play at all times. Children need to be loved, played with and talked to throughout the day. If difficult behaviour occurs staff will respond to this sensitively and appropriately. The methods available include:-

- Re-direction of child/children
- Early intervention to prevent disagreements
- Anticipation and elimination of potential problems with timetable, toys etc.
- Show two children how they can rearrange an activity so that both children can participate
- Offer the child/children choice between two alternatives
- Temporary withdrawal of children

If a child bites another child in the setting staff will separate the children and comfort the child who has been bitten and call another member of staff if first aid is required. The staff member will explain age appropriately to the child who has bitten, that biting is unacceptable for example "we do not bite, biting hurts" and explain how their peer may be feeling for example "sad" and "sore". The child will be asked to say sorry and their play redirected. The staff member who dealt with the situation will complete an accident report. If a child continually bites or bites more than once on a single occasion parents/carers may be asked to temporarily remove the child from school under the direction of the Principal and a decision will be made by management as to whether children will be temporarily withdrawn if there is a reoccurrence a biting incident. A meeting will be held with the staff team to discuss appropriate and consistent behavioural techniques and the child's parents/carers will be invited in to the setting to discuss strategies and explain how the behaviour is dealt with in the setting. Early Years staff will develop positive strategies reinforcing acceptable behaviour, e.g. By supporting and encouraging children in setting limits for themselves.

The Early Years routines must never become more important than the child. If a child does not want to join in activity s/he should be allowed to choose an alternative. Only if the child disrupts the activities of the other children should s/he be temporarily withdrawn to another part of the Nursery/classroom, with a member of staff. Physical punishment of any kind is absolutely forbidden. This includes smacking, tapping, pulling, pushing, throwing, biting, shaking, handling roughly, forcing a child to sit or stand when told to do so by moving and/or holding his/her limbs in position e.g physical restraint other than the minimum needed to ensure the child's safety or the safety of others.

Other measures which may NEVER be used includes: humiliation, belittling, intimidation, frightening a child, depriving a child of food (e.g. pudding) or drink, forcing a child to eat or drink. At all times the child's self-esteem is paramount; therefore there can be no deprivation or exclusion from activities. The use of physical punishment by a member of staff will result in disciplinary procedures being implemented.

PARENTS AS PARTNERS

The Early Years team will work with parents as partners in providing quality care for their children. The role that parents/carers have played in the early education of their child needs to be valued and recognised. Their involvement is crucial to the development of children's future learning and to ensure a complete and holistic assessment of pupils. Support from parents/carers is welcomed at all times.

- All parents are welcome to visit the Early Years at any time.
- Parents have access to their child's records and are consulted in respect of the care given.
- Information about Early Years activities and events are regularly distributed by letter and in Nursery weekly newsletters.
- Parents are able to inspect all the policies of the Early Years at any time.
- Parents are able to see their child's learning journey at any time.
- Parents' Evenings are held twice a year for the children in Reception.
- Parents are valued and respected.
- Parents' assessment of their children's learning through 'WOW moments' is encouraged.

- All practitioners will respond to parent's email enquiries within 24 hours.

COMPLIMENTS AND COMPLAINTS PROCEDURE

Please refer to the Academy's separate Complaints Policy which can be found here: <http://www.dalp.org.uk/index.php/policies> Copies are also available from the School Office.

SAFEGUARDING

There is a whole school policy on Child Protection, Safeguarding and Welfare. Please read for full Information. This document serves to add detail to areas pertaining particularly to the Early Years In compliance with the Early Years Statutory Framework document.

The schools designated Safeguarding Officers are:

Mrs Jo Witham, Mrs Michele Wright, Miss Tina Cottam and Mrs Rachael Cottam.

The Early Years Safeguarding Lead is Mrs Witham (Principal). All staff attend regular Safeguarding courses. All staff attend training on preventing radicalisation. Channel General Awareness (Prevent) and FGMA are now included in annual Safeguarding refresher training completed by all staff.

The following policy documents must be read in conjunction with the whole school Safeguarding policy and detail the additional expectations and agreed procedure for Safeguarding of children in the Early Years.

INTIMATE CARE

This policy details the agreed procedure for providing hands-on physical care in personal hygiene, physical presence or observation during such activities.

At Tuxford Primary Academy we understand that for some of our youngest children the normal range of development indicates they may not be fully toilet trained when joining our setting.

Intimate personal care tasks can include:

- Body bathing other than to arms, face and legs below the knee
- Toileting, wiping and care in the genital and anal areas.

- Dressing and undressing.
- Application of medical treatment.

It is our priority to ensure children at Tuxford Primary Academy are cared for in ways that:

- Maintain the dignity of the individual child.
- Are sensitive to their needs and preferences.
- Maximise safety and comfort.
- Protect against intrusion and abuse.
- Respect the child's right to give or withdraw their consent.
- Encourage the child to care for themselves as much as they are able and protect the rights of everyone involved.

It is essential that this policy is read in conjunction with all school safeguarding policies in addition to Allegations and whistleblowing policies. In order to protect themselves against allegations, staff must record each incident of intimate care in the log book.

RESPONSIBILITY OF THE PARENT

It is expected that all children entering the Early Years setting have begun to toilet train. It is however understood that children develop at different rates and may be at different stages of development on entry into Nursery. E.g.

- Be fully toilet trained across all settings
- Have been fully toilet trained but regress for a little while in response to the stress and excitement of beginning Foundation Stage One or Two.
- Be fully toilet trained at home but prone to accidents in new settings
- Be on the point of being toilet trained but require reminders and encouragement

- Have delayed onset of full toilet training in line with other development delays but will probably master these skills during the Foundation Stage
- Be about to start toilet training in line with being a two year old starter and may need encouragement and a structure to follow regularly to help them Regardless of your child's start point it is an expectation of parents to provide a full set of clean clothes to be kept at school for the children's physical and emotional comfort should toileting accidents occur. If your child is still wearing nappies and will require intimate care from staff we expect you to:
 - Provide nappies, wet wipes and a change of clothes that includes shoes
 - Ensure you have a full and thorough understanding of the procedures to be followed during changing at school
 - Agree to inform school should the child have any marks/rash
 - Agree how often the child should be routinely changed if the child is in school for the day and who will do the changing
 - Agree to review the arrangements, in discussion with the school, should this be necessary
 - Agree to encourage the child's participation in toileting procedures wherever possible

RESPONSIBILITY OF THE SCHOOL

Children are checked and changed at regular intervals throughout the day by a named person and a record log is maintained. Designated nappy changing times are as follows:-

- After break
- Following lunch
- Before going home
- Exceptions to these are:-

If a child has a soiled/wet nappy in between

If parents/carers request more frequent changes It is our duty to promote the good health of children and staff attending the setting.

It is paramount that all necessary health and safety precautions are taken to prevent the spread of infection. The following must be actioned for the changing of each child.

- Staff to wear fresh gloves while changing a child
- Soiled nappies/pull ups securely wrapped and disposed of appropriately in nappy bins provided
- Changing area/ toilet to be left clean
- Hot running water, soap and paper towels to be available to wash and dry hands
- Staff to take appropriate action if children are ill

The school will provide the following to ensure these criteria are met:

- Hot running water and soap (antibacterial where possible)
- Toilet rolls
- Disposable gloves
- Nappy bags/sacks
- Cleaning equipment
- Bin

HEALTH AND SAFETY

All Early Years staff receive comprehensive training on the safe and effective delivery of first aid. There are First Aid boxes located in the Nursery and in Reception in the adjoining cupboard accessible from both classrooms. Risk Assessments are carried out on all areas on a daily basis by the Early Years staff. New hazards are reported to the designated health and safety representatives immediately. The representative for Early Years is Charlotte Williams and for Reception is Lynne Machin; they should report any issues or concerns to site staff. New risks or hazards will be logged and remedied by the site staff and the support services manager will also be made aware if it is in need of immediate emergency support.

FIRST AID

Tuxford Primary Academy makes every effort to ensure that all children are safeguarded and well cared for. The children are the centre of our focus in all decision-making and arrangements. The setting sees adequate first aid provision as vital to the daily process of caring for the children. The

setting keeps a record of accidents and injuries, together with an account of any first aid treatment or prescription medication given to a child. Implementation: Practical arrangements First aid boxes are located in both early years settings. The contents of the first aid boxes are regularly checked and replenished by Mrs Coles. Any member of staff can administer first aid to a child in line with the following procedures:

- Administer first aid as appropriate
- Call for assistance as appropriate
- Call emergency services if required
- Ensure that everyone is safe and the injured child is accompanied
- Inform parents immediately after the accident
- Record the incident/accident
- Ensure all the relevant people know
- If an ambulance is required for emergency treatment, a staff member will accompany the child to hospital and parents will be informed immediately. Staff members will call the emergency services as soon as it becomes apparent that the injury is beyond the setting's capability and the health of the child is compromised. Recording accidents and informing parents: Members of staff who deal with accident/incident must fill in a form and the Principal, Nursery or Reception class teacher must be notified. For minor injuries parents will be informed of the accident at the end of the day. They will be shown the accident form and asked to sign it. For more serious injuries including head injuries or if we are concerned for a child's health parents are contacted immediately by phone. Records include:

- The date, time and place of accident
- The name of the injured child
- Details of the injury, how it happened and first aid given.
- Follow up action if required (e.g. Went home, taken to hospital, resumed normal play)
- Time parents were notified
- Name, date and signature of the person dealing with the incident

QUALIFIED STAFF

Staff receive paediatric first aid in line with guidance. This refreshed every 3 years. The following staff are trained to deliver Paediatric First Aid (level 3)

Karen Chambers (Deputy Nursery Manager)

Marie McCarthy (Nursery Assistant)

Lynne Machin (Reception teacher)

Miss Tina Cottam (Extended Services Manager)

MEDICATION

Please see the academy, administration of medication policy' for full details and guidance of medications which may be administered at school. This policy applies to all pupils in Tuxford Primary Academy including pupils covered by the Early Years Foundation Stage (EYFS). Providers on the Early Years Register must meet the legal requirements set out in the Statutory Framework for the Early Years Foundation Stage (2014 set out on page 25 3.44, 3.45, 3.46). This policy is addressed to all staff and covers the administration by staff of medication to children in the care of the School. This policy should be read in conjunction with the First Aid Policy, and in conjunction with procedures discussed with parent/carer(s) for managing children who are ill or infectious.

We must take necessary steps to prevent the spread of infection, and take appropriate action if children are ill. This policy has been written to ensure that we promote the good health of all the children in our care. We are responsible for obtaining information about a child's needs for medicines, and for keeping this up-to-date. To this end, we will regularly review medication permission forms to ensure that there are no changes. For example, a child may no longer need or be able to take some medication or may need an additional form. Even though an EYFS parent/carer may have signed a form, we will still contact them by telephone to check that we can still administer the medication. This is to protect the child, parent(s)/carer(s) and the school. Our policy applies to each and every medicine that a parent wants us to give. We ensure that the permission we obtain from parents applies from the start of any course of medication and during the entire course of treatment. Written parental consent will always be obtained prior to any course of medication. Parents should keep their child at home if acutely unwell or infectious. Parents/Carers must sign a

medication form (which can be retrieved from the office) daily giving details of the medicine, dosage and times to be administered. Only medications which have been prescribed by a doctor may be administered to pupils in school. The greatest care will be taken to see that these are administered according to the Instructions and a signed record of all medication administered shall be made on the Medication forms and witnessed by another member of staff. The Early Years team will administer only prescribed medication. Medicine must be within 2 weeks of the prescription date.

NURSERY

In the nursery setting medication is to be kept in a locked cabinet, out of the children's reach. Parents sign a medication consent form which is dated signed and the appropriate dosage is recorded. The key worker will administer the medication and sign and date the medication form. The medication form with the child's details will be attached to the bottle. This will be stored afterwards in the child's pupil file. Epi-Pens and inhalers are kept in the classroom cupboard (accessible from both Classrooms). Epi-Pens and inhalers are administered as needed. Epi-Pens and inhalers are taken with the child when they move about the school and taken on all out of school outings.

RECEPTION

Medication for reception will be kept (locked) in the staff kitchen and administered by the office staff. Any medicine administered by staff will be recorded on SCHOLARPACK. Epi-Pens and inhalers are kept in the classroom cupboard (accessible from both classrooms). EpiPens and inhalers are administered as needed. Epi-Pens and inhalers are taken with the child when they move about the school and taken on all out of school outings. Arrangements for children with particular medical needs prior to joining the setting, parents complete a medical questionnaire so that the setting can provide the level of care expected for each individual child. Where appropriate the parents meet with the Nursery Teacher or Reception class teacher to discuss medical needs prior to the child joining the setting to ensure such provision is in place. Special arrangements such as training are made where necessary to ensure that the child's needs are met.

ILLNESS

It is the Early Years policy to encourage and promote good health and hygiene for all the children in our care. This includes, but is not limited to, monitoring the children for signs and symptoms of communicable diseases such as chickenpox, measles, mumps, rubella, meningitis, hepatitis, diarrhoea, vomiting and fevers. With the welfare of the sick child in mind and in the interests of the remaining children in the Early Years setting, if in the opinion of the staff a child is ill, then the parent/carer will be contacted and requested to collect him/her as soon as possible. The staff of the Early Years must be convinced that the child has returned to good health before re-admitting him/her. In the case of the following communicable diseases the minimum Periods of Exclusion from Early Years are thus:

- Temperature: If sent home ill, child must be off until the temperature has begun to fall.
- Vomiting: 48 hours from last incident
- Conjunctivitis: Keep at home for a minimum of 1 day; longer if eyes still weeping
- Diarrhoea: 48 hours or until 2 clear nappies
- Chickenpox: 7 days from appearance of the rash
- Gastro-enteritis, food poisoning, salmonellosis and dysentery: 48 hours or until 2 clear nappies or for notifiable diseases, until advised by the relevant public health official
- Infective hepatitis: 7 days from onset of jaundice
- Measles: 7 days from appearance of the rash
- Meningococcal infection: Until recovered from the illness
- Mumps: Until the swelling has subsided and in no case less than 7 days from onset of illness
- Pertussis (whooping cough): 21 days from the onset of paroxysmal cough
- Poliomyelitis: Until declared free from infection by the appropriate public health official.
- Scarlet fever and streptococcal infection of the throat: Until appropriate medical treatment has been given and in no case for less than 3 days from the start of treatment
- Tuberculosis: Until declared free from infection by the appropriate public health official

- Typhoid fever: Until declared free from infection by the appropriate public health official
- Impetigo: Until the skin is healed
- Pediculosis (lice): Until appropriate treatment has been given
- Plantar warts: No exclusion. Should be treated and covered
- Ringworm of scalp: Until cured
- Ringworm of body: Seldom necessary to exclude provided treatment is being given

If antibiotics have been prescribed a child must remain at home until at least 1 day after the first dose of medication.

PREVENTING THE SPREAD OF ILLNESS

In the first instance it is always the priority of Tuxford Primary Academy staff to prevent the spread of illness at all times. The children are taught through play and routine about how to care for themselves and others. They recognise the need to wash hands after toileting and before eating to prevent the spread of germs and are encouraged to eat a healthy range of food both at lunch time and snack. Lunches for Reception take place in the school dining room and are prepared by designated kitchen staff. Nursery lunches are served in the Nursery by the Nursery Staff. All Staff involved in preparing or handling food have received training in food hygiene. Food Hygiene (does not expire- guidance is a refresher every 3-5 years) The School will notify Ofsted of any food poisoning affecting two or more children looked after on the premises. Notification would be made as soon as is reasonably practicable, but in any event within 14 days of the incident.

WEATHER AND EMERGENCY CLOSURE

At Tuxford Primary Academy, we have numerous precautions in place in order to safeguard the physical and mental welfare of all of our pupils. It is rare that serious adverse weather conditions cause the closing of the school and should this occur, parents will be notified by our parent communication system. Information will also be broadcast via local radio stations. Closure of the school during the school day is not a decision taken lightly, however, must be planned for in order that we may uphold our high security and safety procedures in any unforeseen events. Causes for school closure include, but are not limited to, excessive snow, flooding, damaged heating or sanitary systems or a disruption in our security systems. In case of emergency closure, the school will notify

parents in the first instance through the parent communication system. Ratios will be maintained at all times and children will be collected via the main office and signed out accordingly. Classes will be merged as children leave to ensure suitable staffing is maintained at all times. During normal running of the school, other procedures are in place to safeguard children against adverse weather conditions.