



St Anne's Church Academy



## Nursery Policy

### Admissions

St Anne's Church Academy Council, is responsible for Little Learners Nursery admissions. It is the intention of the Academy Councillors that St Anne's Church Academy will provide education within a Christian ethos to the local community. This policy should be taken as part of the overall strategy of the school and operated within the context of its vision, aims and values as a Church Academy.

In the situation where there are more applicants than places available, a waiting list is made available. The admissions criteria will be reviewed annually by the Academy Council and published.

St Anne's Church Academy **does not** operate a faith based criterion to its Nursery.

The admission level for the nursery is 68 places for the morning (8.00am – 1.00pm) and 68 places for the afternoon (1.00pm – 6.00pm). Children may also attend for a 'Short Day' (8.00am – 3.30pm) or a 'Full day' (8.00am-6.00pm). There is also the opportunity for a 7.30am start upon request.

This policy will be available on the school and Little Learners' websites.

### Allocation of Places

All parents are encouraged to book early for places, especially those starting in September, January and April. At the time when a booking can be confirmed, a non-refundable registration fee of £50.00 is necessary to secure the place. For children accessing funded sessions only, a refundable £50.00 holding fee is payable to reserve your child's place. In the event of your child not taking up their sessions at Little Learners the holding fee will not be refunded.

The Academy Councillors are responsible for the Little Learners Nursery place allocations, which must be made in accordance with this nursery admissions policy. The Academy Councillors will make reasonable adjustments to this admissions policy and session requirements for children with SEND and other significant needs. These are at the discretion of the nursery admissions panel and all applications for such changes and additional requirements must be made in writing.

- We have four spaces per session for two years 6 months children in each room.
- Expression of interest forms can be collected from the campus offices or downloaded from the Little Learners' website.

Our admissions policy is primarily one of first-come, first-served but in the event of available places, the Nursery Admissions Panel, constituted by the Academy Council, (usually comprising the Head teacher, the Nursery Manager and a Governor) will allocate places in accordance with these criteria in the following order of priority:-

- Children currently attending part-time who wish to increase or change sessions
- Siblings of children currently attending Little Learners

- Children requiring a full time place
- Children requiring a full day place

St Anne's Church Academy is mindful of the provisions of the Equality Act 2006, Sex Discrimination Act 1975, the Race Relations Act 1976 (as amended 2000) and the Disability Discrimination Acts 1995 and 2005, and the Human Rights Act 1998 when setting its policies to ensure all children are given equal opportunities to obtain a Little Learners place.

### **Submitting Applications**

Applications can be made via email by downloading the expression of interest form from the Little Learners' website or on paper and should be submitted to:

Little Learners @St Anne's Church Academy  
 1 Scot Elm Drive  
 West Wick  
 Weston super Mare  
 BS24 7JU

Email: [littlelearners@stannesprimaryschool.co.uk](mailto:littlelearners@stannesprimaryschool.co.uk)

Website: <https://littlelearnersstannes.co.uk/>

Tel. No.: 01934 520461

### **Appeals Procedures**

There are no statutory appeal requirements for parents/carers refused a nursery place. Parents must put their concerns in writing to the Academy Council who will consider the complaint in accordance with their complaints procedure.

### **Please Note:**

- Attendance at Little Learners Nursery **does not** qualify for a place in the Reception Class at St Anne's Church Academy. Parents of such children must apply for a Reception school place through North Somerset Council in the usual way.
- Induction and attendance arrangements for the nursery class are at the discretion of and decided by Little Learners Nursery.
- If a parent/carer chooses, due to the child's age, to delay their child's date of entry to a reception class until the child is of statutory school age, the nursery place for that child will not normally continue unless it is recognised that the child has exceptional circumstances and the Local Authority recommends that the delay is in the best interests of the child.
- Regular attendance is required to maintain a place at Little Learners. Close liaison should take place with health visitors or social workers as appropriate if there are concerns regarding the child's attendance.

## **Feelings and Behaviour Support**

### **Statement of intent**

We believe that children flourish best when their personal, social and emotional needs are met, where there are clear and developmentally appropriate expectations for their behaviour and, their feelings are acknowledged and supported.

### **Aim**

At Little Learners we take a developmental approach to the management of children's behaviour and support them to understand their feelings throughout their time at our setting. We adjust our expectations and techniques inline with children's developmental needs. We promote positive behaviour through a range of positive strategies. By giving positive feedback and having clear expectations, our feelings and behaviour support policy and techniques are promoted to; parents, students, volunteers and visitors. We ensure that all of our staff implement this policy and supporting techniques.

### **Method**

We will meet this aim through the following procedures:

- We have a named person, our INCCO who has overall responsibility for promoting positive behaviour strategies. Our behaviour management lead has the necessary skills to advise other staff on supporting feelings and behaviour as they have completed approved behaviour management training.
- This designated staff member is required to:
  - Keep up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
  - Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development.
- We recognise that codes for interacting with other people may vary between cultures and ensure these are respected and valued.
- We familiarise new staff, students, volunteers and parents/carers with our behaviour management policy and its guidelines for behaviour. This information is included within staff/student induction packs and the policy is displayed and highlighted to parents.
- We expect all members of our setting - children, parents, staff, volunteers and students - to adhere to these guidelines, requiring them to be applied consistently at all times.
- We work in partnership with children's parents. A child's Keyperson regularly engages parents in discussions about their child's feelings and behaviour. If we feel a child needs support around feelings and behaviour we will ensure we have gathered observations to share with parents and work with them to support the child appropriately in the setting and at home.
- We use praise and encouragement to reward positive behaviour.
- We build respectful relationships between children and families, through our keyperson system.
- We anticipate when behavioural issues may occur and all staff are aware of agreed strategies to support the child.
- We support children to understand boundaries within the setting and all staff apply this consistently.

- We ensure that our routine enable children to feel safe and secure.
- Adults within the setting model positive behaviour to others.
- We report achievements and positive behaviour to parents within earshot of the child
- Most importantly we smile at children and make it clear that we like them and enjoy spending time with them, whilst making time for fun and laughter.
- All adults, parents, careers are encouraged to only use positive statements when talking about children in the setting.

We aim to use positive pro-active strategies to promote positive behaviour in children, and set these strategies within our programme for personal, social and emotional development. These include:

- Using the three golden rules; kind hands, kind words and kind feet
- supporting each child in developing self esteem, confidence and feelings of competence;
- supporting each child in developing a sense of belonging in our group, so that they feel valued and welcome;
- acknowledging considerate behaviour such as kindness and willingness to share;
- acknowledging children's considerate behaviour towards another who is hurt or upset
- providing activities, games and opportunities that encourage co-operation and working together;
- ensuring that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns;
- avoiding creating situations in which children receive adult attention only in return for inconsiderate behaviour;
- Looking at the children's needs during levels of high intake and adjust our daily routine accordingly.
- If a child's behaviour is causing concern adults working within our setting will explore why a child's responses are in a particular way and use this information to inform the strategies to be implemented by all.

We do not:

- Use or threaten to use physical punishment, such as smacking, shaking or any punishment which could adversely affect a child's well-being.
- Use techniques intended to single out and humiliate individual children, such as ridicule or sarcasm.
- Use physical restraint, such as holding, unless to prevent physical injury to children or adults and/or serious damage to property.
- Shout or raise our voices in a threatening way to children.

At Little Learners we take all reasonable steps to ensure that corporal punishment is not given by any person who cares for and is in regular contact with a child. If we are concerned that this is taking place we will follow our Safeguarding Children Procedure.

### **Partnership with the Area INNCO**

The Area INNCO works for North Somerset Early Years Team and helps make the links between education, health and social care to facilitate appropriate early provision for children with SEN and their transition to compulsory schooling. The role of the Area

INNCO can include support with monitoring children's behaviour; this may not always be around a Special Educational Need or Disability. The Area INNCO can help by looking at contributing factors, observation and techniques to support positive behaviour. If additional support or resources for the child are required this may be carried out in conjunction with our SEND and Inclusion Policy.

### **Key strategies**

- Where possible we use the conflict resolution – problem solving approach 6 steps
  1. Approach calmly
  2. Acknowledge feelings
  3. Gather information
  4. Restate the problem
  5. Ask for solutions
  6. Be prepared to give follow-up support
- We use distraction where appropriate to divert children from poor or inappropriate behaviour by either giving them focused attention or simply turning their attention to something else
- Quiet time (as opposed to 'time out') can also be a helpful method that can be used to modify behaviour for more serious or challenging behaviours within the home or setting. It involves removing the children from whatever they are doing and insisting he/she sits or stands in a safe place for a period of time. The adult in these circumstances should ignore the child and offer no eye-contact or conversation. This is an opportunity for the child to calm down- to think and reflect on his/her behaviour. The length of quiet time should ideally match the age of the child, for example, for a three-year-old child use three minutes. A sand-timer can be useful in this situation.
- On the rare occasions when physical restraint of a child has been necessary (usually only when a child is in immediate physical danger) we will log details within an incident form for that child and inform the parent/carer at the end of the child's session and ask them to sign in agreement that they have been informed.

## **Missing Child Procedures**

A child can be classed as missing or lost if they have been left unsupervised or unaccounted for (so staff are not aware of them being within sight or hearing) in a room or the outside area of the setting or further a field for 2 minutes or longer.

### ***If a child goes missing from the setting the following actions will be carried out:***

- the person in charge will carry out a thorough search of the building and garden;
- the register is checked to make sure no other child has also gone astray;
- doors and gates are checked to see if there has been a breach of security whereby a child could wander out;
- the person in charge talks to staff to establish what happened;
- the person in charge talks to children (using wording so as not to upset the children) to establish what has happened;
- if ratios allow staff members can search the nearby vicinity;
- if the child is found parents/carers will be informed when the child is collected that day. The situation will be explained and what will be put into place to prevent this from recurring;
- if the child is not found, the parent is contacted and the missing child is reported to the police;
- the advice of the police is followed;
- all remaining children will be kept calm.

### ***If a child goes missing when away from the setting (e.g. from an outing) where parents are not attending and responsible for their own child, the setting ensures that there is a procedure that is followed:***

- As soon as it is noticed that a child is missing, staff who are with the group/ on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray
- One staff searches the immediate vicinity but does not search beyond that
- If the child isn't found then the lead staff member contacts the venue's security who will handle the search. The venue security will be made aware that parents are about to be contacted so some discretion can be used until this has been done.
- If the child is found parents/carers will be informed when the child is collected that day. The situation will be explained and what will be put into place to prevent this from recurring.
- The person in charge is informed, if she is not with the group and makes her way to the venue to aid the search and be the point of contact for the police as well as support staff
- The person in charge of the setting contacts the child's parent (before she/he makes her way to the venue) who makes their way to the setting or venue as agreed with the person in charge
- The lead staff member contacts the police using the mobile phone and report the child as missing
- The advice of the police is followed
- All remaining children will be kept calm
- Staff take the remaining children back to the setting

### ***The investigation:***

- The Setting Leader carries out a full investigation taking written statements from all the staff present at the time, or who were with the group/ on the outing
- Each key person writes an incident report detailing:
  - the date and time of the incident
  - what staff/children were in the group/outing
  - when the child was last seen in the group/outing
  - what has taken place in the group/outing since then
  - the time it is estimated that the child went missing
  - A conclusion is drawn as to how the breach of security happened
  - Children's comments are also noted if applicable
- If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's Social Care may be involved if it seems likely that there is a child protection issue to address
- The incident is recorded in the incident book; the local authority health and safety officer may want to investigate and will decide if there is a case for prosecution
- Ofsted is informed within 14 days as a Missing Child can be deemed a significant event.
- Our Insurance company is informed
- A decision will be made as to whether staff disciplinary processes need to be followed
- As a result of the investigation: risk assessments, policies and procedures will be updated and all staff and families will be made aware of the changes made
- The parents/carer of the child involved will be given information about the investigation (whilst maintaining confidentiality of any staff members and other children)