

Yetholm Primary School
Early Learning and Childcare



Policies and Procedures

Reviewed and updated	
Date	Staff Signatures

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Welcome

Our staff would like to extend a warm welcome to you at the start of what we see as your positive partnership of parents/carers, and others, working with the school to give your child the best possible education.

Yetholm Primary School and Early Learning and Childcare (ELC), nestled in the foothills of the Cheviots overlooking the Bowmont River, is surrounded by the lovely Border countryside and situated in the historic, friendly village of Yetholm.

We are firm believers in **community** and staff and pupils are also fully engaged in learning opportunities available with our joint school, Morebattle Primary, cluster schools in the Kelso and Jedburgh area - known as the Cheviot Learning Community, and with colleagues all across the Scottish Borders Council. The school values its place at the heart of the community and supports, and is supported by, village projects- these drive many aspects of our curriculum. We see ourselves- staff, pupils, parent and community- as one big **family** and this is really important in our approach, underpins our values and affirms our approach with our multi-composite classes. We are committed to supporting local events, working in particular with the Shepherd's Show and Festival committees to ensure our young people are involved in learning about local culture and maintaining local traditions.

We are fortunate with our outdoor space which provides many and varied opportunities for **outdoor learning**. We have a large tarmac playground and a field which comprises of an outdoor staging/classroom area. In the village we have access to the local playing field for larger sporting events as well as a dedicated outdoor learning area comprising of a wooded area and a conservation area. We have our own school chickens, producing fresh eggs that the children can cook along with vegetables grown or foraged in our community.

As a staff team we acknowledge that we are **diverse** and varied in our backgrounds, experience and ideas. These differences are key as they lead to dialogue, debate and discussion that, ultimately, lead to change and improvement. Teachers, support staff, wider school team members and partner agencies all come together, a little like a jigsaw puzzle in which no two pieces are the same, but collectively we make a coherent and effective whole.

The Staff

Headteacher	Mr J Wilson
Principal Teacher	Mrs C Douglas
Early Years Officer	Mrs L Pick
Nursery Practitioner	Mrs J Cockburn Mrs M Thomson
Primary School Administrator	Mrs K Morony
Home School Link Worker	Mrs P Douglas

Contact Information

Yetholm Primary School
Yetholm
Kelso
TD5 8RD

Tel: 01573 420363

Mr Wilson, Headteacher, has responsibility for the Nursery and the staff. He can be contacted through the school office, or at our partner school in Morebattle (contact number 01573 440236). Nursery staff are available to meet with parents each day after the end of each session if there is anything you would like to discuss.

Vision, Values and Aims

Vision

Our learners will be the best version of themselves in a safe and inclusive environment.

Values

- ❖ Be safe
- ❖ Be respectful
- ❖ Be nurturing
- ❖ Be ambitious

Aims

To be life-long learners who are ready for the world beyond the classroom.

To provide support and encouragement for all learners to be successful.

To value everyone and their individual talents.

To be ready to learn – demonstrating responsibility and accountability.

Nursery Vision Values and Aims

Our Vision

Together we give our children the roots to grow and the wings to fly.

Our Values

At Yetholm Primary ELC we value growing together safely through originality, kindness and happiness.

We achieve this by:

- Providing a secure, relaxed and nurturing environment both indoors and outdoors.
- Promoting each child's originality by building on their confidence and skills.
- Fostering a sense of wonder, curiosity and a 'can do' attitude.
- Learning through real life experiences.
- Working as a team to provide a holistic approach to learning that is stimulating and challenging.
- Working in partnership with parents and carers.
- Being an active part of our community developing caring attitudes towards others and our local environment.
- Everyone is welcome

Our Aims

We are all **Achieving**

We are all **Respected**

We are all **Nurtured**

We are all **Confident**

Enrolment

Nursery Enrolment

Nursery enrolment usually takes places between November and January each year. ELC3 children start after their third birthday.

May: Places are allocated.

June: Meeting for all new parents.

June: Pupils visit the Nursery.

Funding start dates ELC3	
DOB	Term Time Start
1 st March – 31 st August	August
1 st September – 31 st December	January
1 st January – 29 th February	April

Prior to starting with us full time, the children will be invited to visit the nursery to meet nursery staff and get to see the nursery routines and activities. Parents/carers will be notified in writing of these arrangements prior to the children starting in Nursery (see pre placement visit arrangements above). We aim to be very flexible to meet each child's needs so as to ensure a happy introduction. If this means a slower extension to full time then this can be arranged.

Session Times:

- Monday -Thursday - 8.40am-3.10pm
- Friday - 8.40am-12.40pm

Children **must always** be brought to nursery, and collected, by an adult (over 16). If a child is to be collected by a different adult the nursery must be told in advance.

Eligible 2 year old places

Yetholm Nursery can offer 2 year old places to children who meet the criteria outlined by SBC. Further information and an online application can be found at [Apply for an eligible two year old place | Early Learning and Childcare | Scottish Borders Council \(scotborders.gov.uk\)](#)

Primary 1 Enrolment

P1 entrants are currently enrolled at the end of November each year. For enrolment, children must reach the age of five on or before 28th or 29th February of the following year.

June: Meeting for parents/carers.

Pupils visit the school.

August: Pupils start the school.

September: Meeting to help parents/carers support their children's learning.

Placing Requests

If a child's parents/carers wants to enrol them in Primary 1 at Yetholm but do not live in the school's catchment area, a placing request form must be completed. An enrolment form for the

catchment area school should be made, in case the placing request is not granted, should also be completed.

Nursery/P1 Transition

Nursery staff work closely with Primary staff in school to ensure smooth transition into Primary 1. The children regularly use the school hall for P.E. lessons and often visit classes in school as an audience or to share their learning about a topic. Classes also visit the Nursery for the children to sing to or perform to them. Primary 6 pupils become Buddies of the ELC4 children in the summer term to help them in the playground as they start Primary 7 and 1 respectively. Nursery pupils are included in “whole school” opportunities such as performances or when the school has visitors, where possible.

Every Wednesday afternoon the ELC children and P1-3 children, along with staff, go to the woodland area. The focus of this learning is on outdoor learning but it has also proved to be a very good transition activity, helping ELC children to build relationships with the people that they will engage with in school.

There are also planned opportunities for shared learning experiences with Primary 1 children particularly in the summer term, which helps the Primary 1 teacher and support staff to get to know the new children well.

We also have close links with Castlegate Nursery and Morebattle Nursery so that any children moving into Primary 1 from these settings can be included in our transition activities too.

Deferred Entry to Primary 1

Scottish Borders Council are currently part of the Scottish Government pilot guaranteeing an additional year in nursery for children who will not turn 5 before August of their potential starting year at school (this pilot will be made legislation from August 2023). Requests to defer entry in these circumstances are guaranteed to be accepted. Parents will need to apply for an ELC place should they choose to defer P1 entry.

ELC Self-Evaluation and Improvement Priorities

ELC priorities for improvement are identified within the School Improvement Plan. A new Improvement Plan is created annually with improvement priorities being reviewed and addressed throughout the year.

As an Early Education and Childcare (ELC) setting we recognise the importance of self-evaluation in improving the quality of the service we provide. Partnership working and collaboration are at the heart of the self-evaluation process. To ensure the setting provides a service of the highest quality the needs of all children and families within the setting should be met. By working together practitioners and stakeholders can reflect on the quality of the provision and the impact this will have on children and families.

The self-evaluation national framework *How Good is our Early Learning and Childcare?* (HGIOELC) enables settings to monitor progress, identify areas of good practice and areas for development.

The Context for Self-evaluation

HGIOELC was devised taking into account legislation, frameworks and policy initiatives relevant to the early years.

The Children and Young People (Scotland) Act 2014 highlights the importance of early learning for the future of individual children and their families.

HGIOELC takes full account of *Building the Ambition* (2014), *Pre-birth to Three* (2010), *Getting it right for every child* (2006) and *Curriculum for Excellence* (2004).

'The term self-evaluation is used to cover the way in which individuals and settings explore their progress, development and practice to identify what has improved and what still needs to improve.' *How good is our early learning and childcare?* (Education Scotland 2016 p3.)

Using the Framework

The ELC setting will follow the guidance contained in HGIOELC in carrying out the self-evaluation of all our functions and practices. Self-evaluation will be a continuous practice and an integral part of the work and life of the setting.

We will strive to be rigorous in our self-evaluation processes and procedures, involving all staff. We will work in partnership with parents, children, other professionals such as Educational Psychologists and Speech Therapists and any other relevant stakeholders to arrive at a common view of our strengths and areas for development. We will use a variety of approaches to seek views, enabling as many stakeholders as possible to contribute to the process. Our self-evaluation reflections will be based on the themes, descriptor and illustrations within the quality indicators outlined in the framework in order to ensure a common understanding of strengths and areas for development.

Self-evaluation will start by looking **inwards** to evaluate current practice, then **outwards** to learn from others, from national guidance and from current research; we will use this knowledge to move **forwards** and improve our practice, gathering evidence to evaluate impact on learners and families. A key feature of this process will be to assess our capacity for continuous improvement, determining how good we can be and seeking to maximise this potential. (See diagram page 4, HGIOELC)

The focus for self-evaluation and which quality indicators are explored as a setting will be informed by self-knowledge of areas requiring a closer look, by current improvement planning objectives, by local and national priorities and by the current inspection focus of both HMI and the Care

Inspectorate.

Quality indicators 2.3: *Learning, teaching and assessment* and 3.2: *Securing Children's Progress* are at the heart of our work and will form a continual part of self-evaluation (See policies on Tracking Children's Progress and Observation and Assessment). There will also be continual review and reflection on 2.2 *Curriculum* and its impact on learners as we routinely move through the curriculum planning cycle. In line with national guidance we will review 2.2: *Safeguarding and Child Protection* at least annually.

While some aspects of our work may be reviewed in more depth than others, we will seek to ensure that all areas are addressed over a two year period. We will also endeavour to achieve a balance and spread of quality indicators reviewed across the three key areas each year. We will keep notes, minutes and other relevant data to track our reflections, decisions, outcomes and impact.

Using the Quality Indicators

The quality indicators contained in HGIOELC are central to our self-evaluation reflections. Having focused on an aspect of our work for self-evaluation based on the advice contained above, we will identify the main quality indicator for our enquiry and select the relevant theme(s). Not all themes within the main quality indicator will necessarily be reviewed at one time.

The remaining quality indicators within HGIOELC will be examined to ascertain whether reviewing any of their themes will support us in getting a full picture of our strengths and areas for development in our chosen aspect for review. These quality indicators may be chosen from any of the three key areas described in HGIOELC to give us a balanced view of how **Leadership and management**, **Learning provision** and **Successes and achievements** are linked and mutually dependent.

We will use the **features of highly effective practice** within the quality indicators as a basis for our observations, discussions, data collecting and reflections and as a bench mark for our own practice. N.B. These features are not fully comprehensive and reflections/discussions may identify additional features to support our assessment.

We will collaborate and consult widely with all staff and stakeholders in seeking a true evaluation of our practice. The **challenge questions** contained in each quality indicator will inform our discussions. We will be rigorous in collecting and assessing evidence to substantiate our evaluations. Evidence will come from what is actually **observed**, from **data** of various kinds and from collating **views** of stakeholders including children and parents. In order to make a sound evaluation evidence will be gathered from all three categories where possible and from a minimum of two if this is not possible. Evidence will be thoroughly assessed to ensure that it is valid and fit for purpose.

HGIOELC Appendix 1: The six-point scale describes evaluations from *unsatisfactory* through to *excellent*. These will be used to help us assess and understand our performance.

Using Self-evaluation for Self-improvement

Effective self-evaluation is the starting point for improvement. We will be able to identify the difference self-evaluation is making to practice within the setting. Evidence of self-evaluation and the impact on practice will be recorded in development plans, improvement plans and monitoring reports. Rigorous self-evaluation will inform the introduction of new initiatives and the impact on the service will be monitored and assessed.

Curriculum

Curriculum for Excellence

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. These aim to enable children to be successful learners, confident individuals, responsible citizens and effective contributors.

There are 3 levels of Curriculum for Excellence at Yetholm. **Early Level is for ELC 3, ELC4 and P1.** First Level is for P2, P3 and P4 and Second Level is for P5, P6 and P7. If you would like more details about the learning outcomes and experiences of the 'Curriculum for Excellence' this can be found on the following website www.educationscotland.gov.uk

The Early Level Curriculum – Learning through Play

Play is fundamental to children's quality of life, and it is the way that they enjoy their childhood. It is often described as 'what children and young people do when not being told what to do by adults' (Play Scotland). Play is fun, but it can also be challenging and make children's hearts beat faster! It can be lively or relaxed, noisy or quiet, solitary or with friends. Play can happen with or without equipment, indoors or outside.

Play is essential for children's healthy physical and emotional growth, to acquire social and behavioural skills and for their educational development. Children need freedom to play to practise skills, explore the world around them and develop understanding in their own way and in their own time. The essence of play is that it comes from children's innate need to express themselves, to explore, learn about and make sense of their world.

In ELC children will learn and develop through carefully planned play activities. Play will be based on Children's interests, Curriculum for Excellence experiences and outcomes, using the principles from 'Building the Ambition', 'Realising the Ambition' and evaluated through 'How Good is your Early Learning and Childcare?'

The children will learn to listen and to observe, to talk, to explore, investigate and experiment, and learn about the world that surrounds them. Play allows them to express their ideas and feelings in many different ways. It allows them to be solitary or to play with others and develop relationships. It allows them to practise things already learned, or to try more challenging activities. Play makes a powerful contribution to young children's development, and for much of the time the children are encouraged to make choices for themselves from the play activities on offer.

These activities however will be carefully structured and planned by the staff to meet the needs of the children, and will be flexible to accommodate their own ideas. Often there may be a theme linking these areas such as, fruit, toys, Christmas, colours etc.

Tracking Children's Progress

As an Early Education and Childcare (ELC) setting we aim to provide a high quality service for both children and parents. We recognise the value of monitoring and tracking children's progress. By monitoring children's strengths and areas for development next steps in learning can be identified. Continuity of learning is vital to ensure all children reach their full potential and that their individual needs are met. Tracking children's progress allows us to provide appropriate support and monitor the impact on the progress and development of the child.

Observations for Assessment

By observing children we can build up knowledge which allows us to understand their development and growth. Observations help us to plan a curriculum that is valuable and has breadth and depth for all learners. Planning children's experiences and learning intentions is an ongoing process and assessment information gathered will be shared to plan future learning experiences. Observation is at the heart of our work with children and observations will be carried out formally and/or informally, specifically and/or continuously. Information will be gathered in a variety of ways including observations, self-assessment and peer assessment and will be shared with relevant professionals and parents as appropriate. When observing children the most suitable method(s) of observation should be chosen to ensure the relevant information is gained. Children present us with a variety of opportunities to learn more about them and by observing them we can understand how best to meet their needs.

Using Observations and Assessments

Our observations and assessments will provide information and feedback for all relevant stakeholders including children, parents, staff and other professionals. Children will be at the heart of the assessment process as we support them to become reflective learners, able to evaluate their own progress and use this evidence to inform their choices. Staff will work in partnership with children, parents and other professionals as relevant, making effective use of a range of assessments to inform future learning and to identify progress made. We will ensure that all staff involved in this process have a very good understanding of child development and early learning pedagogy. Staff will use observations and assessments in conjunction with their knowledge of the developing child to identify supports for children who may need them and then to assess the effectiveness of these supports. The assessment process will also identify children who require to be challenged in their learning and to plan appropriate programmes for them. Supporting and challenging children in this way will help us ensure learner engagement and development built around the individual child. Information from observations and assessments will help inform our evaluations of the curriculum we offer and the effectiveness of our learning and teaching strategies. This will enable strategies to be put in place to support learning, enhance our practice and ensure progress. The information will also help us ensure that the curriculum offers breadth and depth and that all children are developing as successful learners, confident individuals, responsible citizens and effective contributors.

Reliable continuous information gathered from observations and assessments will allow us to: recognise, capture and celebrate achievements; profile children's learning and progress; report on this at various transition points such as home to setting, movement through the various stages within the setting and transfer to primary school. While ensuring that all aspects of the child's learning and development are taken into consideration, progress in communication, early language, mathematics and health and wellbeing will form a key part of the observation, assessment and reporting cycle.

Recorded Evidence of Progress

The setting will keep records of children's progress to support the processes outlined above. This evidence will take the form of Learning Journey folders. Children and parents will be encouraged to contribute to and make decisions on what is included in these folders.

The setting will produce reports at relevant reporting stages. These will include reports to parents on their child's progress, as well as reports to assist smooth movement between stages within the setting and a transition record for parents and receiving primary school.

Children's Learning Journeys might also be used to assist educational psychologists, speech therapists and any other relevant professional in their assessment of a child as appropriate.

We aim to fully involve parents in their child's learning and development and will take their views and information of successes beyond the setting into consideration when making assessments and compiling reports on children.

Outdoor Play

At Yetholm we ensure that:

- Outdoor play is central to young children's learning.
- Children are provided with a safe, secure and interesting play area. Children assist in risk assessing the outdoor areas.
- Indoors and outdoors is viewed as one combined and integrated environment.
- Children have the opportunity to develop physical skills – gross motor skills – walking, cycling, running, climbing, digging, exploring, etc.
- Outdoors is both a teaching and learning environment, where adults interact with children to extend their knowledge, skills and concepts.
- Our outdoor design and layout is given careful consideration.
- The outdoor area offers children the opportunity to use effective styles of learning – playing, movement and sensory experience.
- We use the local area for outdoor experiences to such as the park, wildlife garden and the woodland.
- Children are given a wide range of open-ended equipment and environments.
- Children are able to control, change and modify their environment.
- Children develop respect for play equipment and the environment.
- Children build self-help skills and independence by dressing appropriately for outdoor play
- Children are aware of seasonal changes and the effect on the environment.
- Children develop curiosity, experiment and ask questions.

Loose Parts Play

Loose parts play is a continuation of heuristic play and is aimed at older children (three to seven year olds). A lot of the play is initiated by the child themselves and they will be given time to explore a wide range of different materials. Loose parts play involves materials and objects that can be moved, carried, lined up, redesigned, taken apart and put back together again in a variety of different ways.

The materials used in loose parts play will offer the child endless possibilities and choice. This allows them to develop a variety of skills in all areas of development. Children involved in loose parts play will learn to play cooperatively, socialise more and develop their communication and negotiating skills. Loose parts play helps children to become more creative and helps them to use their imagination. By taking part in this type of play children are physically more active especially if the play is outdoors. Children will be given the opportunity to practise these skills alone and with friends, to develop their confidence and independence.

We provide a selection of loose parts for the children to play with from a variety of places such as at home, outside or shop bought. We will ensure the items used in loose parts play are varied and are 'real-life' objects. They will provide many opportunities for the children to learn. We make sure the items are checked and cleaned regularly and that they are free from sharp edges, not broken or splintered and are washed and cleaned as required.

Support for Learning

Yetholm School and ELC are committed to provide equal opportunities for all children. We adhere to Scottish Borders Council's Inclusion Policy and Support for Learning Policy. The children are included in all aspects of ELC and school life as appropriate. We do what is necessary to enable all children to participate in the daily routine of the ELC and in organised outings.

An awareness of disability is explored in a sensitive and caring way using the curriculum, everyday situations and events, and positive attitudes of staff and parents.

If ELC staff members feel that a child requires extra support a number of options are available. i.e.

- discussion with Headteacher
- discussion with parents/carers
- monitoring by the Support for Learning Staff
- Possible input from other agencies. (e.g. Speech and Language Therapy, Occupational Therapy, Educational Psychologist)
- Where appropriate, discussions with SBC regarding possibility of changes to the environment.

Visits and Visitors

During the year, visits to local places such as the library, shops etc. will be taken to extend the child's knowledge of his/her own environment. We will also be out and about weekly locally in the village to go the shops, allotment, play park etc. Parents/carers are asked to complete a permission slip as part of their child's care plan for us to be able to take children on visits. Parents/carers may be asked to help on these days.

A First Aid box and mobile phone are carried on all trips.

Often visitors such as the community police liaison officer, the school nurse, the postman, the minister may be invited to the ELC 3 / 4 setting to speak to the children. This will normally be in line with the current learning theme.

Other visitors to the ELC 3 / 4 setting may include student placements who are attending full-time courses at the Borders College. The Nursery Nurses and Depute Headteacher closely supervise these students while they carry out their related activities.

Promoting Positive Behaviour

In our nursery, we understand and acknowledge that all behaviour is communication. It is our intention to ensure that all children find nursery a safe and nurturing environment with appropriate responsibilities and boundaries for all.

Children's Responsibilities

Listen and do as you are asked first time

Be kind and helpful

Keep hands and feet to yourself

Always walk in the Nursery and School

Look after our books and toys

We aim to promote our school values at all times to support all children to be allowed to achieve in a safe and respectful environment so will use the following procedures to ensure this.

Challenging Behaviour – can we find a different way of expressing this?

1. Staff will try to divert the child's attention.
2. Ignore low level behaviour as much as possible.
3. Where necessary allow the child time and space.
4. When a child's challenging behaviour has subsided comfort and reassurance will be given by a member of the ELC staff.

Physical Contact

1. Staff will intervene.
2. The children concerned will be reminded that they are not allowed to push/pull/hit etc at Nursery.
3. Alternative solutions of achieving their desired result will be discussed with the children.

Conflict

1. Staff will observe.
2. Staff will act as mediator.
3. Staff will encourage children concerned to resolve the conflict themselves.
4. Staff will acknowledge the resolution.
5. Where children are unable to resolve conflict themselves staff will suggest ways in which the conflict may be resolved and encourage the children to choose which resolution is the fairest for all parties.

Staff will remain calm when dealing with difficult behaviour and follow the strategies listed above as well as seek support from the Senior Leadership Team where appropriate. Engagement with parents is important in creating a consistent approach to promoting positive behaviour so information will always be shared with parents and their support and recommendations will always be encouraged.

Parents as Partners

Yetholm ELC values our parents as the child's first educators. Parents/carers have the opportunity to come in to the setting to skill share sessions (e.g. baking, music, gardening etc) help on outings and take part in our stay and play sessions in November and March. All regular helpers will have completed a Disclosure check.

We offer daily consultation time at the end of each session where parents/carers and staff can share information and concerns. Should you require a more formal meeting, these can be arranged through discussion with ELC staff.

An information session is held when parents/carers can learn about the ELC curriculum and the importance of play in their child's development.

All parents receive an information pack containing the handbook as well as, policies and guidelines when they register their child at Yetholm ELC.

A weekly email is sent to all parents on a Friday. This reflects on the week's learning and provides information for the weeks ahead. School Newsletters are issued monthly with regular items concerning the ELC.

Parents and carers will periodically be asked to complete questionnaires stating their views on the ELC provision, staff and resources. Responses are collated by the staff and are used to guide and inform the ongoing development of the setting.

Sharing Information about your Child

We aim to ensure that all children are successful learners, responsible citizens, effective contributors and confident individuals during their time at Yetholm Primary School and sometimes information about a child will be shared by staff to ensure that they are safe, healthy, achieving, nurtured, active, respected, responsible and included. For children moving into Primary 1, information is shared with a child's teacher to ensure a smooth transition into the next stage of their education. If staff need to share information with other professionals we will always ask permission before doing so. Confidential information about the children is kept securely in the ELC or school office.

Nursery staff will talk about the children with with parents/carers to learn about their interests, likes and dislikes. They may ask for information to be provided so they can build up a profile on a child. Staff may ask for photographs or objects to be used for displays and topic related work.

Sharing information about children with us is very important. We request that parents/carers inform staff about things which are happening at home, and which may affect a child e.g. an addition to the family, bereavement, moving house etc.

Funded hours

Parents can take as many or as few of the funded hour allocation desired. The setting will confirm allocation of funded hours as per requests on the original enrolment form.

Changes to funded hours

Parents can request to amend their hours as and when necessary, for example if there is a change in your working pattern, or it is decided to increase the time a child attends ELC. This must with at least one week of notice for any change in hours.

Learning Journey Folders

Children in ELC 3 / 4 will have a Learning Journey. This special book contains some children's work, some individual and group observations of the children. We strongly encourage this to be taken home regularly. Children (and parents/carers) can look at this book any time and ask to take it home. Parents/carers are asked to add comments (written to their child) in it too. This provides an excellent link between home and school.

Showbie

Children will also be given an online Showbie journal which can be accessed online or via the Showbie app. This will be used to share video evidence, photos and in the moment learning. In some instances, we may also use Showbie as a media for home learning. Parents will be given access to their child's online journal and our online floor books which share the group learning journey through intentional and child-led learning.

Arriving and Leaving

All children must be brought and collected by an adult (over 16). If someone different is collecting a child we need to know, as we do not allow children to go home with strangers. At the beginning and end of each session one of the nursery practitioners will be at the door to welcome the children or to make sure they leave with a responsible adult.

Attendance and Absence

Pupils are expected to attend nursery regularly and punctually. Regular attendance is vital to a child's progress. If a child is absent the nursery should be contacted via the school office on 01573 420363 as soon as possible, but always before 9.15am so we are aware that the child is safe, and any illness is being attended to. If this action is not taken the school office will send a Groupcall to parents' mobile/landline. Groupcall is a service used by schools in the Scottish Borders; the school office sends a text to your mobile/landline to ask you to contact the school. It can also be used to give parents/carers information about things happening in school. Groupcall messenger can only work if the information held on the school computer is correct and if parents/carers regularly check their mobile phones.

Emergency Closure

In the very unlikely event of having to close the school, e.g. heating/electricity failure or adverse weather conditions, an Action Plan is implemented. Parents/carers of all children will be contacted, and information will also be given out on Radio Borders. It is now possible to receive immediate updates on emergency situations on Lothian and Borders Alert Website, which the school will also use. The link is www.lbalert.info. If it is not

possible to contact parents or the designated emergency contacts, then pupils will be kept in school until they can be collected.

Please ensure that all contact phone numbers are kept up to date.

Appointments

If a child must be absent for an appointment, the nursery appreciates advance notice wherever possible.

Family Holidays

The Scottish Executive strongly discourages the practice of children being taken on holiday during term time as it is disruptive to your children's. Therefore, we are unable to authorise such absence. Please inform the school in writing in advance holiday absences.

Health and Wellbeing

Illness

If children are unwell, or suffering from infectious illnesses (e.g. Chicken pox, conjunctivitis) then children must be kept at home. If a child suffers from sickness and diarrhoea, they must be kept at home for at least 48 hours following the last bout of sickness or diarrhoea. If a child becomes unwell in nursery, parents/carers will be contacted straight away. If we cannot contact a parent/carer we will get in touch with the person named on the entry form as an emergency contact.

Accidents

If a child is involved in an accident or incident where the child is hurt, an accident/incident record will be completed by a member of staff supervising at the time of the accident/incident. The record will be emailed to the child's parent or carer. In the case of a head injury this same procedure will be followed, and, in addition, a phone call will be made to the child's parent or carer at the time of the incident. Appropriate first aid procedures will be followed and should any further contact be required regarding an accident or injury this will be done by phone.

Allergies and Medical Conditions

Staff should be notified by parents/carers if a child has any allergies or medical condition (e.g. asthma). Medication cannot be administered without parental consent. Forms (available from ELC staff or school office) need to be completed and medication handed in and staff can agree to administer medication as necessary. Only prescribed medication can be given. A full medication policy can be found in the medication folder in the first aid cupboard.

Head Lice

Outbreaks of head lice occur from time to time in all schools. If head lice is found the school or local chemists will have 'bug busting' information.

Toileting and Changing

Children will be expected to wash and dry their hands after toileting.

If a child has wet or soiled himself/ herself they will be reassured, taken to the toilet, cleaned with wipes, as necessary, and clean spare clothes will be put on. If necessary, the floor will be wiped with an anti bacterial detergent immediately. Staff will wear disposable gloves and any wet soiled clothes will be put in a polythene bag. Staff will discreetly inform the child's parent on their return and clothes, etc. will be given to the parent to take home for washing.

It is our aim to ensure that children are kept clean and comfortable throughout their time in the nursery. Children's privacy will be treated with respect and if a child requires changing it will not be rushed but used as an opportunity for one-to-one exchanges of conversations and smiles. Parents/carers of children not yet completely toilet trained are required to provide sufficient disposable nappies and wipes for each day. Our full nappy changing procedure can be found in the changing unit.

Our toilets meet the requirements of the Care Inspectorate.

Children are encouraged to wash their hands before working with and eating food, after going to the toilet and after blowing their nose. Disposable towels are provided in the toilet areas. All linen is washed at the correct temperature daily and spillages are cleaned up immediately using approved cleaning materials. Disabled facilities are available.

Clothing

Children should be dressed in comfortable, practical clothes which are easy to wash and easy for them to manage e.g. jogging bottoms.

- Nursery sweatshirt (optional)
- Gym shoes for wearing indoors/ PE in school hall (in a named bag, which can be left on his/her coat peg)
- Jacket for outdoor play and hat, scarf, and gloves for colder weather.
- A change of clothing i.e. pants and trousers (in case of accidents).
- A pair of wellies that can be left at nursery for outdoor play.

The nursery supply puddle-suits for outdoor play and high viz vests for outings. We are always looking for donations of clothing that your children may have outgrown of as spares to have in nursery for emergencies such as coats, wellies, jumpers, leggings, pants, socks etc.

Sun Protection

The health and safety of children is of paramount importance. We want all children and staff to enjoy spending time outside without the risk of the harmful effects of the sun.

All parents/legal guardians are responsible for:

- Providing sun cream for their child as well as suitable clothing and hats.
- All sun cream must be labelled with the child's name written clearly.
- A water bottle which is dishwasher safe and clearly labelled with child's name.
- Applying sun cream on their child before arriving at ELC. Sun cream will be applied by a staff member in the presence of other staff members when deemed necessary, and consent for this is given on the enrolment forms.

Staff responsibilities:

- If a child arrives at Pre-School with no hat and no sun cream when the weather is hot and sunny, then keeping the safety of that child in mind, the staff will ensure that the child stays inside to avoid harm.
- Activities set up outdoors are kept in the shade where possible, and children are encouraged to use the covered/shaded areas for their games.
- To ensure that the children wear hats whilst outside on hot and sunny days.
- Apply sun cream in the presence of other staff members when deemed necessary. Consent for this is given on the enrolment forms.
- Children will be encouraged to drink water regularly throughout the day.
- We include sun safety in our summer term activities.

Health & Safety

It is the policy of Yetholm ELC to do all that is reasonable to prevent personal injury or damage to property and to protect everyone from foreseeable hazards. There is a ratio

of 1 staff member to 8 pupils in accordance with Scottish Executive requirements. All staff have been approved and checked through the Disclosure Scotland process. All staff are fully qualified following Scottish Borders Council Guidelines. Children never leave the ELC area unaccompanied, and all exit doors are alarmed and can only be opened with a security key. While access to the outdoor area is available to the children during the sessions, this area is always supervised by a member of staff and outdoor areas are secured by fence. Risk assessments are in place for all areas and resources available to the children and for all excursions.

There is a 'No Smoking' policy in the school buildings and grounds.

Safety covers protect electrical sockets accessible to children. Care is taken to ensure that there are no trailing cables. All cleaning materials are kept out of reach of children.

Fire drills are held regularly, at least once a term, to ensure quick and safe evacuation from the building. Children also practice these procedures at other times.

A networked computer available to children is protected for Internet access by RM Computer Services. ELC staff members implement the SBC policy and Guidelines for the safe use of the Internet.

For the health and safety of all children dogs are not permitted in the school grounds.

The First Aid box will be available to staff at all times and is taken on outings. Nursery staff are first aid trained should a minor incident/accident arise.

Snack

Children will be offered a small snack within each session. They are offered a choice of milk or water and a healthy variety of snacks, which include fruit, vegetables, yoghurt, different types of bread, cheese, and biscuits etc.

Snack is now funded by Scottish Borders Council.

Should a child have an allergy we request that parents/carers notify staff in advance and they will do their best to offer children an alternative.

Children are encouraged to try new foods and become independent in pouring skills and tidying up their dishes as well as sitting and eating together.

Lunch

Children can be supplied with a school lunch each day; this has to be ordered by parents on Parent Pay by 8.00am each morning. Lunches can be booked in advance through Parent Pay. Parents can provide a packed lunch if they wish. Children will have their lunch in the school hall at round tables. Staff sit with the children and have their lunch too. As above with snack children are encouraged to try new foods and become independent in pouring skills and tidying away their dishes as well as sitting sociably to eat together.

Birthdays

We request that if parents/carers wish to send in birthday cakes to Nursery they must be shop bought as some children may have allergies, which mean they cannot eat certain foodstuffs. We celebrate birthdays in class by singing and the birthday child talking and sharing his/her news with the group. This also ensures that all children are treated the

same.

Food Safety Policy

We are required by food safety legislation to apply food safety management procedures based on the principals of Hazard Analysis and Critical Control Point (HACCP). This means that we are required to keep records and documentation showing that appropriate procedures have been followed by all staff involved in the handling and preparation of food for the ELC. We will be inspected on a regular basis by Environmental Health Officers who will inspect these records as well as our snack area.

All members of the ELC Team have undertaken a Food Hygiene course. New members of staff will be introduced to the procedures outlined by the HACCP on their induction. Food is bought weekly, transported, stored, and served at the correct temperatures. Sell by/Use by dates are always adhered to and kitchen areas are inspected regularly to ensure correct cleaning is being carried out and that surfaces/equipment are not damaged in any way. All electrical equipment is checked by SBC yearly. Staff members ensure that furniture and equipment are kept to a high standard of cleanliness through regular inspections with appropriate action as necessary and a wipe down of furniture by cleaning staff as per the cleaning schedule agreed by Scottish Borders Council.

Safeguarding

Confidential Information and Records

All children's records are treated as confidential and are stored in a secure place. Parents have the right not to have their personal details passed to other people without their prior knowledge and consent. However, in Child Protection situations it may be necessary to pass on information about a child to the main investigating agencies i.e. Police or Social Work Department of Scottish Borders Council, without parental consent. Parents have the right to know what information is recorded about their child and to ensure its accuracy.

Child Protection – Responsibilities of the School

All SBC schools and their staff are required to follow the Scottish Borders Child Protection Committee's Inter-agency child protection guidelines and procedures.

A key element in the procedures is that if a staff member in a school is made aware of a concern of an issue that could have child protection implications, the member of staff has no option but to refer the child to child protection officers. The Children (Scotland) Act 1995 states that the welfare of the child is paramount, and this must always be the sole consideration for the school.

In making a referral staff will not be making any judgement on the strength or truth of the child's statement but must follow procedures to support pupils and staff. An extensive training programme has been undertaken to ensure that all staff are aware of their responsibilities.

The child's parent or carer will always be informed as soon as possible about such disclosures and any action resulting from this. Keeping parents informed may not always be undertaken by school staff and could involve other organisations such as social work staff or the police.

If the child protection issue is taken further, school staff will work with families to support children through the process. The school Child Protection Coordinator is Mr Jamie Wilson who can be contacted to discuss any issues that may arise. If Mr Wilson is unavailable the Mrs Catherine Douglas would take this role in his absence.

Useful websites providing information on dealing with child protection issues for children, young people and their parents and carers are: www.infoscotland.com/childprotection and www.childline.org.uk. The site also provides advice on what steps you should take if you have concerns on a child protection issue.

Equal Opportunities

Each child under the care of staff at Yetholm ELC will be:

- Valued as an individual without discrimination on the basis of gender, race or ability.

- Encouraged to participate in all areas of educational experience to the full extent of his or her ability.
- Encouraged to recognise the value and attributes of both his or her own culture as well as those of other cultures.
- Assured of the experience of success through appropriate activities for his or her stage of development.

The above will be achieved through: -

- The provision of toys and equipment which reflect the differing needs of children.
- Displays reflecting a positive image towards the world.
- Books chosen to meet the differing needs of the ages, interests, experiences and abilities of the children, and which reflect the many cultures and lifestyles of the world.
- Home corners designed to allow children to explore different lifestyles, races and cultures.
- Provision of snacks which reflect and give experience of the many different cultures and dietary needs of children and families.
- Provision of relevant support services
- Where possible, adaptation and purchasing of resources.

Internet Use Policy

When using the Internet, email systems and digital technologies, all users must comply with all relevant legislation on copyright, property theft, libel, fraud, discrimination, and obscenity. The Code of Safe Practice for Yetholm ELC makes explicit to all users (staff and pupils) what is safe and acceptable and what is not. The scope of the Code covers fixed and mobile Internet, school PCs, laptops, and digital video equipment. It should also be noted that the use of devices owned personally by staff and pupils but brought onto school premises (such as mobile phones, camera phones, PDAs, etc.) is subject to the same requirements as technology provided by the school.

We will monitor the effectiveness of the Code of Practice, particularly in the light of new developments in technology.

Pupil access to the Internet is through a filtered service provided by SNGFL, which should ensure educational use made of resources is safe and secure, while protecting users and systems from abuse. It should be noted that no filtering system is fool proof.

The following key measures have been adopted to ensure our pupils do not access any inappropriate material:

- Pupils using the Internet will normally be working in highly visible areas of the setting.
- All online activity is for appropriate educational purposes and is supervised, where possible.
- Pupils will, where possible, use sites pre-selected by the teacher and appropriate to their age group.

It should be accepted, however, that despite these measures being very rigorous, they can never be 100% effective. Neither the school nor SNGFL can accept liability under such circumstances.

Staff have agreed to the following Code of Safe Practice:

- Pupils accessing the Internet should supervised by an adult at all times.

- All pupils are aware of the rules for the safe and effective use of the Internet which are discussed with pupils.
- Any websites used by pupils should be checked beforehand by teachers to ensure there is no unsuitable content and that material is age appropriate.
- Deliberate/accidental access to inappropriate materials or any other breaches of the school code of practice should be reported immediately to the ICT Coordinator or Head Teacher.
- In the interests of system security staff passwords should only be shared with the network manager or committee chair.
- Teachers are aware that the SNGFL system tracks all Internet use and records the sites visited. The system also logs emails and messages sent and received by individual users.
- Staff should be aware of copyright and intellectual property rights and should be careful not to download or use any materials which are in breach of these.
- Photographs of pupils should, where possible, be taken with a school camera and images should be stored on folders accessible only to staff.
- School systems may not be used for unauthorised commercial transactions.

Digital and Video Images of Pupils

When children start Nursery the enrolment form asks for consent to take photos of them for use in Nursery (i.e. in displays, yearbooks etc), use in school or press.

We often have performances for parents of songs throughout the year. While parents may take photos or videos for personal use, these should NOT be shared on social networking sites or with other parents. Failure to comply with these rules breaks the Data Protection Act.

Digital and video images of pupils are, where possible, taken with school equipment. Images are stored in files accessible only to members of staff.

Complaints Procedures

It is our policy to work in partnership with parents at all times. We aim to foster open communication between staff and parents to ensure that the needs of the child are put first. Should a parent wish to raise a concern they should approach nursery staff or the Depute Headteacher and discuss this with them. Staff will make every effort to listen and resolve the situation to a mutually agreeable end. If a parent/carer is still dissatisfied with the response a complaint can be made to the Headteacher by phone, in writing or via the complaints form on the council website. www.scotborders.gov.uk

Complaints can also be made direct to The Care Inspectorate www.careinspectorate.com

Care Inspectorate Registration

The Regulation of Care (Scotland) Act 2001 establishes a system of care regulation covering the registration and inspection of care services against a set of national care standards.

Our most recent Care Inspection took place on 28th March 2022. We were graded 5s (Very Good) in all areas. The report can be viewed online.

Anyone wishing to contact the Care Inspectorate directly can do so by writing to Scottish Commission for the Regulation of Care, Compass House, 11 Riverside Drive, Dundee, DDI 4NY.