

WOODLAND NURSERY HANDBOOK

BUTTERFLIES & LADYBIRDS



Woodland Nursery

at ST EDMUND'S

BUTTERFLY CLASS (2-3-YEAR-OLDS)

The Woodland Nursery has 2 classes, Ladybirds, 3-4 yr. olds and Butterflies 2-3 yr. olds.

The Butterfly Day starts at 8.00am

Please park in the Giles Lane car park. The spaces in front of the academic hub are for Pre-Prep drop off between 8.00-8.10am so please can you park in one of the other spaces.

Please bring your child around to the Pre-Prep Nursery door and nursery staff will greet you and welcome your child. If you cannot make 8.00am that is fine, but we would prefer all Butterflies to have arrived by 8.30am.

Please bring with you

- A named water bottle.
- Nappies for the day. Cream and wipes. We use sensitive, non-fragranced wipes and sudocrem cream.
- A named coat, hat, scarf, and mittens (depending on the weather).
- Named wellington boots (which stay at school).

Sessions finish at 12.00 noon, 1.00pm (after lunch but before nap time) 4.00pm or 6.00pm

Please come to the Pre-Prep gate and then Nursery door and you will be greeted by a member of Nursery staff. If you are arriving after 3.10pm please ring the late stay number 07800 585103 to alert us to your arrival as the children will be in the Pre-Prep Hall.



TIMETABLE OF A TYPICAL DAY

8.00am	Start the day Play in the Butterfly room Outside play in the Butterfly Garden, the playground or around the school site
10.00am	Snack - Play in messy room and Butterfly room
12.00	Pick-up time
12.00	Lunch
12.45pm	Prepare for nap
1.00pm	Pick-up
1.10pm	Nap time Play in the messy room and Butterfly room Outside play in the Butterfly Garden, the playground or around the school site
4.00	Pick-up Snack and play in Late stay room

ACTIVITIES DURING THE DAY

Children will be able to choose from a wide selection of activities some which will be set up by staff and others that they can choose from around the room and garden. Each day there will be some teacher led activities such as music, movement, art and craft, maths, topic themed activities, outdoor play etc. Children will be encouraged to join in the teacher led activities. Activities will follow the children's interests and a theme. Planning for the half term will be sent to parents and a weekly plan put up in the classroom for parents to see.

COMMUNICATION

We believe it is very important to have good communication between home and school in order to make the transition as smooth as possible for your child.

Staff will:

- Ask you to fill in an 'All About Me' form before your child starts.
- Be available for chats at the beginning and end of each session.
- Give you access to 'Tapestry' Online information system.
- Send half term planning home.
- Weekly planning sheets will be put up in the classroom.
- Have 3 parent meetings a year.
- Provide a written progress report each year.
- Email a weekly Pre-Prep newsletter which contains information for the whole Pre-Prep and important dates for your diary.



Contacting School:

- Please email Miss Reynolds on lre@stedmunds.org.uk if you have any questions, concerns or to let us know your child will be absent.
- If you want to contact the Head of Pre-Prep, please use head@stedmunds.org.uk
- It will be difficult for Butterfly staff to look at emails during the morning or afternoon sessions so if you have an emergency e.g., you will be late for pick up, then please ring the school office on 01227 475600 and they will get a message to us.

FOOD

Butterfly class will have a mid-morning snack consisting of bread and butter, crackers, fruit, and vegetables and sometimes some extras of cheese, ham, things they have cooked, porridge etc. They can drink water or milk.

At lunch, during term time, children will have the choice of a delicious healthy hot meal with vegetables or pasta and sauce with crudité options. The menus are on the school website.

Children will eat their lunch in the Pre-Prep Hall on their own table with a member of staff sitting with them.

During school holiday periods you provide the children with their own packed lunch which they eat with the Holiday Club children. A reduction is made to your bill as you provide your own food during the holiday period.

Children who stay after 3.10pm will have a mid-afternoon snack of fruit, vegetables and crackers or breadsticks.

At 4.45pm children will have a hot/cold tea of cheese on toast, soup, scrambled eggs, sandwiches, crumpets etc

CLOTHING

In Butterfly class the children wear the St Edmund's Pre-Prep PE Kit

- Navy blue jogging bottoms / shorts in the Summer
- Red St Edmund's Polo Shirt
- Navy blue St Edmund's jumper/fleece
- trainers or shoes with Velcro fastenings. (sandals in the Summer)



This will allow children to be changed easily by staff, support their own independence when toilet training, put on their puddle suits for outdoor play and climb on apparatus in PE and outside.

STAFF



Ms Cassy Bareham
Nursery Manager



Miss Lauren Reynolds
Butterfly Room Leader



Miss Alice Coleshill
Nursery Assistant

FEES

These fees are to pay for your child's place, not their attendance, and will be all year round, except for a week at Christmas, a week at Easter and a week at the end of August, plus bank holidays when the Nursery is closed. You will be billed monthly in advance. With a month's notice you will be able to have 2 weeks' holiday free of charge. You will need to give us a months' notice of leaving Butterfly class.

BUTTERFLIES TIMINGS	BUTTERFLIES FEES
8:00 – 12:00	£31.00
8:00 – 1:00pm (with lunch)	£38.00
8:00 – 4:00pm	£59.00
12:00 – 4:00pm (with lunch)	£33.00
8:00am – 6:00pm	£68.00
7:30am – 6:00pm (fully extended day)	£75.00
<i>on request</i>	

Ladybird CLASS NURSERY FEES

These fees are charged termly and are only term time. If you require childcare outside of term time, Holiday Club options are available, and a form will be sent home prior to the holidays to book in these sessions.

In receipt of Free Early Education

8.30am - 11.30am	Free
8.00am - 12.00 noon	£4.77
8.00am - 1.30pm	£17.00*
8.00am - 3.30pm	£34.00*

Not in receipt of Free Early Education

8.00am - 12.00 noon	£30.75
8.00am - 1.30pm	£42.40*
8.00am - 3.30pm	£59.36*

*Includes a hot lunch

- There is a late fee of £10 per ten minutes will be charged to your school account for any late pick up after 12:00pm
- You are advised that we have a number of school events and services which take place in the afternoons.

Please note: Holiday Club hours differ to normal term time. There are two options:

- 8.00am-1.30pm
- 8.00am-4.00pm

You must provide your own lunch for the Holiday Club as the school kitchens are closed during that time.

Transition to Ladybird class

The Butterfly children will spend some time in the Ladybird rooms, if they feel comfortable doing so, especially the messy room which is next door to the Butterfly room. As they approach their third birthday and, after discussion with parents about a child's readiness to move up, more sessions in the Ladybird room will take place so children can get to know the staff well and be confident in the new environment. We would expect children to move into the Ladybird class no later than the term after their third birthday. They will also be expected to have dropped their afternoon nap and be potty/toilet trained.

PRE-PREP PARENT HANDBOOK

The Pre-Prep Parent Handbook has more information for parents and should be read alongside this document. It is available on the St Edmund's School website.

Policies

We have attached some policies specifically relevant to Butterfly children.

- Woodland Nursery Toileting and nappy changing Policy
- Woodland Nursery Sleep and rest policy
- Woodland Nursery dummy and bottle policy
- EYFS Behaviour Protocol document.

There are a number of school and Pre-Prep policies on the school website. If you would like to see any policies, please ask Head of Pre-Prep for a copy.



Woodland Nursery

at ST EDMUND'S

Woodland Nursery Nappy Changing and Toileting Policy

(In this policy, the term 'Pre-Prep' includes Nursery, Reception, Year 1 and Year 2 and 'Nursery' includes Ladybird, 3-4 yr. olds and Butterfly, 2-3 yr. olds, classes)

Rationale

St Edmund's school is committed to safeguarding and promoting the welfare of all its pupils. We are committed to ensuring that all staff responsible for changing nappies and supporting toileting undertake their duties in a professional manner at all times. The Woodland Nursery Nappy Changing and Toileting Policy has been written to help safeguard children and staff. Only staff that have had a DBS check and training will be involved in nappy changing or toileting.

Aims and Objectives

- The aims are:
 - To safeguard and respect the dignity, rights, and wellbeing of children
 - To ensure that privacy is appropriate for the age and situation of the child concerned
 - To encourage a child's independence as far as possible in their toileting.
 - To explain to the child what they need to do and, if staff support is needed, explain how the member of staff is going to help.
 - To provide guidance and reassurance to staff and parent/carers.
 - To assure parents that staff members are knowledgeable about pupils' individual needs and concerns are taken into account.

Nappy changing

We have 2 nappy changing units in the Pre-Prep. One in the Butterflies room and one in the Pre-Prep Hall.

Procedures

- A child's nappy should be checked on arrival at the nursery
- All children should be changed immediately when their nappy is wet or soiled, but at least 3 times daily, morning, lunch, and afternoon.

- Staff must record when they check or change a nappy on the school chart and in Butterfly book for parents. It should also be recorded whether the nappy was W (wet) or BM (bowel movement), time of nappy change and initialled by the member of staff.
- Whenever possible the child should be changed by a familiar adult for reassurance and consistency of care.
- Children must be respected while having their nappy changed and given some privacy. Staff will not make remarks in any child's earshot about, for example the smell. Staff will talk to the child as they change them, offering reassurance if necessary.
- Children must never be left unattended on the nappy changing unit.
- All children should be encouraged to use the steps to access the mat on the changing table, staff are not to lift children onto the changing table.
- If a child is sore and needs cream (Sudocrem or cream provided by the parent) a fresh wipe will be used to take some from the pot and apply to child. Parents will be informed of the use of cream in the Butterfly book.

Toilet training

It is generally expected that children will be toilet trained and out of nappies as they enter the Ladybird class. However, we recognise that children may have differing levels of independence and development in toileting and self-care.

- Staff will discuss toilet training with parents and follow the parents' wishes as far as possible.
- Parents will be advised to encourage their child to move from nappies to using a toilet, but the Pre-Prep also has potties if necessary.
- The Nursery has access to appropriately sized toilets in the Nursery and in the Pre-Prep Hall
- Children will have the opportunity to go to the toilet or use the potty whenever they need during the day. They will also be encouraged to go at set times in the day such as before snack and after lunch.

Procedures

- Staff give children as much privacy as possible when using potties or toilets.
- Children are encouraged to be as independent as they can
- If adult support is needed, staff will ask the child if they need help and say what they are going to do to help
- When the child has finished on the potty or toilet, they will be asked to wash their hands and supported with this if necessary
- If a potty has been used, staff need to dispose of the waste appropriately in a toilet, potties must be cleaned with anti-bac and put away immediately.
- Staff will give lots of encouragement and praise for children to develop independence in toileting.

Hygiene

- When changing a nappy or emptying a potty, staff must wear a disposable apron and gloves. These must be removed after every nappy change, disposed of in nappy bin and new ones worn for the next nappy change.

- After each nappy change or use of the potty, the mat and potty must be sprayed with the anti-bac and it should be allowed to dry naturally if possible or dried with a paper towel before the next use.
- Staff (and children) will wash hands after each nappy change.
- All nappies and wipes must be put into nappy sacks and disposed of in the nappy bin provided.
- All aprons and gloves must be put into nappy sacks and disposed of in the nappy bin provided.
- Any wet clothes will be removed and placed in a nappy sack and put in the child's bag to take home.
- Any soiled clothes will be removed and placed in a nappy sack and kept separately until the child is going home. Parents will be given the choice of whether to take them home or dispose of them in the nappy bin.
- At the end of the day, or if the bin becomes full, the nappy bags need to be taken outside and placed in the locked yellow wheelie bin in the science car park. An apron and gloves must be worn when doing this.
- Nappy bins will be cleaned on a Friday and left to air by not replacing a bin liner and lid over the weekend.

Parental responsibility

Partnership with parents is an important principle in any educational setting and is particularly necessary in relation to children needing nappy changing and support with toileting. Parents should be encouraged and empowered to work with staff to ensure their child's needs are identified, understood, and met.

Parents should ensure that all information given to the school is up to date. Parents are asked to sign a consent form to give their permission for members of Pre-Prep staff to support their child's intimate and personal care needs when appropriate. (See Intimate and Personal Care Policy)

Expectation of parents

- Parents will provide nappies, (cream and wipes if you do not want us to use sensitive, non-fragranced wipes and Sudocrem) and a change of clothing in a named bag to be brought to school each day
- Parents will discuss their child's nappy changing and toileting needs with staff, so school can follow, as far as possible, the routines from home.
- Parents must tell staff of any changes to nappy changing or toileting routines and any medical needs that have arisen.
- Parents are expected to read the Butterfly book which will come home each day and add any relevant comments from home.

Records

Staff must record when they check or change a nappy on the school chart and in Butterfly book for parents. It should also be recorded whether the nappy was W (wet) or BM (bowel movement), if cream was used, time of nappy change and initialled by the member of staff. This book can also be used for parents to communicate any relevant information to school.

Special Educational Needs and Disability

St Edmund's school recognises that some children with SEND, and other home circumstances may result in children arriving at school with varied toileting needs. If a child's needs are substantially different from those expected of a child their age, then the child's needs may be managed through an Individual Healthcare Plan or similar. Toileting needs will be discussed with parents on a regular basis, and any agreed plan would be regularly reviewed.

Child Protection

St Edmund's Safeguarding and Child Protection Policy applies to toileting procedures, and staff members are expected to be vigilant regarding adherence to the policy.

Please refer to relevant school policies such as:

SEND policy

Safer Recruitment Policy

Safeguarding and Child Protection Policy

Administering medicines

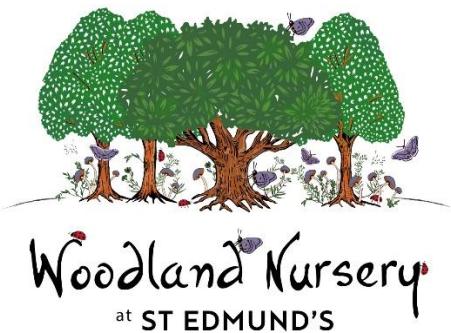
Health and Safety

Whistleblowing policy

Pre-Prep Intimate and personal care policy

Holiday Club

This policy also applies to those attending the Holiday Club.



Woodland Nursery Safe Rest and Sleep policy

(In this policy, the term 'Nursery' includes Ladybird (3–4-year-olds) and Butterfly (2–3-year-olds) classes.)

Rationale

St Edmund's school is committed to safeguarding and promoting the welfare of all its pupils. We are committed to ensuring that all staff responsible for supervising rest and sleep undertake their duties in a professional manner at all times. The Woodlands Nursery Safe Rest and Sleep Policy has been written to help safeguard children and staff. Only staff that have had a DBS check and training will be involved in supervising sleep.

Other policies and information that should be read alongside this policy are:

St Edmund's School Safeguarding Policy

Woodlands Nursery Use of Dummies and Bottles

Sudden Infant death syndrome

<https://www.nhs.uk/conditions/sudden-infant-death-syndrome-sids/>

The Lullaby Trust, Safer Sleep advice

<https://www.lullabytrust.org.uk/safer-sleep-advice/#>

Aims and Objectives

- We aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.
- Every child's needs are different, so we provide flexibility and opportunities for children to take naps and rest as they need.
- The nursery ensures that ALL children receive the rest and sleep that they need during the nursery day and regard it to be a highly important part of their personal and developmental needs.
- 'All About Me' Information form is filled out by the parent/carer when their child starts settling into the nursery and this is updated at timely periods to review.
- We recognise parent/ carers' knowledge of their child in regard to sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met.

Expectations of staff

- To provide in Butterfly and Ladybird classes a quiet carpeted rest area with soft seating and cushions where children can go if they wish to rest and relax.
- To provide in Butterfly class a quiet, darkened sleep space.
- To provide in Butterfly class stackable and perforated beds with clean fitted sheets and a blanket.
- The preferences and wishes of parents are always valued and respected and staff work closely with them to ensure each child's individual needs are carefully met.
- A comfort blanket or soft toy are most welcome for they bring enormous comfort and reassurance to small children especially when they are new to the nursery and during rest and sleep times. Parents may wish to provide dummies for their little ones for they too can provide comfort during rest and sleep times however the nursery does not provide, supply, or ever introduce them to children themselves. Dummies are usually restricted to sleep and rest times. (See the Woodland Nursery Use of Dummies and Bottle Policy)
- Children will never be put down to sleep with a bottle to self-feed.
- Record how much each child has slept in home/school book.
- Staff are fully aware of the fact that children need to rest and sleep. Staff appreciate that children have individual needs and routines which vary as they grow and develop. Children are encouraged to indicate and say when they are tired and need to rest and are also encouraged to take a rest or nap during certain times of the day. Quiet areas in the classrooms are available all day and children can take a rest when they want.
- Staff will not force a child to sleep or keep them awake against his or her will.
- Staff will discuss any changes in sleep routines at the end of the day and share observations and information about children's behaviour when they do not receive enough sleep with parents.
- Be aware of and have training in Sudden Infant Death Syndrome.

Procedures

- Nursery children will sleep in the Butterfly classroom.
- After lunch children will have a nappy change or be encouraged to go to the toilet.
- They will settle on their own stackable and perforated bed which will have a clean fitted sheet and blanket.
- Familiar staff will settle the children down for their sleep and quiet music will be played or a story read to them.
- A familiar staff member remains either in the room or within earshot at all times when children are sleeping.
- Children are checked every 10 minutes when asleep and the time is recorded on child's sleep chart.
- When monitoring the staff member will look for the rise and fall of the chest, and if the sleep position has changed.
- The room temperatures will be monitored (thermometers displayed in each classroom) and kept between 16-20 C
- Children will be dressed appropriately for sleep to avoid overheating.
- The beds will be positioned away from the radiators, window, and direct sunlight.
- Butterfly children who no longer need a sleep will play quietly in the messy room.

Expectations of Parents

- To read this policy and other relevant policies and information.
- To discuss their child's sleeping needs with school staff.
- To understand that school staff will follow their wishes if possible but not to the detriment of the child's well-being. Some parents prefer their children to only have a short sleep – fearing that it infringes on their nighttime sleep and this will be taken into account provided it is also clearly in the child's best interests. We will never force a child to stay awake or go to sleep.
- Send in a named comforter if needed.

Records

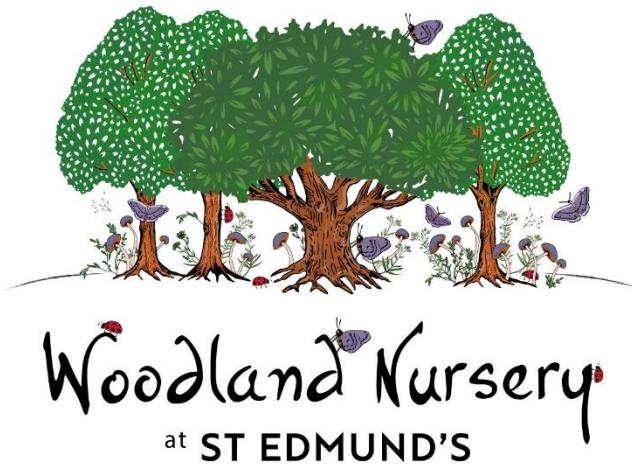
Staff will record how long each child has slept in their Butterfly book for parents. This book can also be used for parents to communicate any relevant sleep information to school.

Special Educational Needs and Disability

St Edmund's school recognises that some children with SEND, and other home circumstances may result in children arriving at school with varied sleeping needs. If a child's needs are substantially different from those expected of a child their age, then the child's needs may be managed through an Individual Healthcare Plan or similar. Sleep will be discussed with parents on a regular basis, and any agreed plan would be regularly reviewed.

Holiday Club

This policy also applies to those attending the Holiday Club.



Woodland Nursery Dummy and Bottle Policy

(In this policy, the term 'Nursery' includes Ladybird (3–4-year-olds) and Butterfly (2–3-year-olds) classes.

Rationale

At Woodlands Nursery, in the Butterfly class, we recognise that a dummy or bottle can be a source of comfort for a child who is settling and/or upset, and that it may often form part of a child's sleep routine.

We also recognise that overuse of dummies and bottles may affect a child's language development as it may restrict the mouth movements needed for speech. As babies get older, they need to learn to move their mouths in different ways, to smile, to blow bubbles, to make sounds, to chew food and eventually to talk. As babies move their mouths and experiment with babbling sounds, they are learning to make the quick mouth movements needed for speech. The more practice they get the better their awareness of their mouths and the better their speech will be.

Butterfly staff will:

- Discuss the use of dummies or bottles with parents.
- Only allow a dummy or a bottle for comfort if a child is really upset (for example, if they are new to the setting or going through a transition) and/or as part of their sleep routine. (We will not let children go to sleep sucking on a bottle).

When discouraging the use of a dummy or bottle and during transition to Ladybird class staff will:

- Discuss how we will do this at school with parents.
- Make each child aware of a designated place where the dummy or bottle is stored.
- Comfort the child and explain in a sensitive and appropriate manner why they do not need their dummy or bottle.
- Distract the child with other activities and ensure they are settled before leaving them to play.
- Offer other methods of comfort such as a toy, teddy, or blanket.
- We will also offer support and advice to parents to discourage dummy or bottle use during waking hours at home and suggest ways which the child can be weaned off their dummy ready for Ladybirds class.

Hygiene

- Dummies will be stored in a named individual hygienic dummy box to prevent cross-contamination with other children.
- A bottle will need to be named and have a cover over the teat.
- The dummy or bottle will be immediately cleaned if it falls on the floor or is picked up by another child.
- Staff will use clean hands when handling dummies and bottles.

Parents responsibility

Partnership with parents is an important principle in any educational setting and this includes discussions about the use of a dummy or bottle. Parents should be encouraged and empowered to work with staff to ensure their child's needs are identified, understood, and met.

Expectation of parents

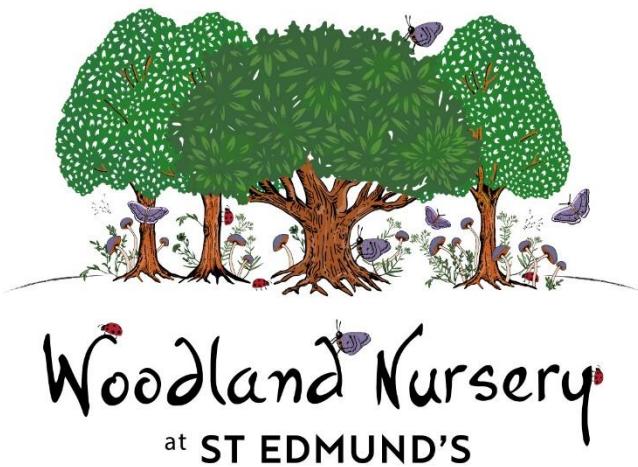
- Meet with staff to discuss use of a dummy or bottle in Butterfly class.
- Understand that the use of a dummy or bottle will be discouraged.
- Provide a named individual hygienic dummy box or a named bottle with a cover over the teat.

Special Educational Needs and Disability

St Edmund's school recognises that some children with SEND, and other home circumstances may result in children arriving at school with varied needs. If a child's needs are substantially different from those expected of a child their age, then the child's needs may be managed through an Individual Healthcare Plan or similar. The use of dummies or a bottle will be discussed with parents on a regular basis and any agreed plan would be regularly reviewed.

Holiday Club

This policy also applies to those attending the Holiday Club.



Woodland Nursery EYFS Behaviour Protocol Policy

EARLY YEARS (Pre-Prep): BEHAVIOUR AND PHYSICAL INTERVENTION POLICY

Compliant with the Early Years Foundation Stage Framework (2024)

Legal & Regulatory Context

This policy is based upon the current legal and regulatory framework to ensure the safety and wellbeing of all children. This includes adhering to the Early Years Foundation Stage (EYFS) statutory framework, which sets out clear expectations for promoting positive behaviour and managing challenging situations in a developmentally appropriate way. Our approach also reflects the principles of the Children Act 1989 and 2004, prioritising the child's welfare, and the Equality Act 2010, ensuring inclusive, non-discriminatory practice.

If physical intervention is ever necessary—for example, to prevent immediate harm—it must follow the Department for Education's guidance on the use of reasonable force, be used only as a last resort, and be carried out by trained staff. In addition, our approach is aligned with the safeguarding expectations outlined in Keeping Children Safe in Education (KCSIE) and takes into account the needs of children with SEND.

1. POSITIVE BEHAVIOUR STRATEGY

Each class will collaboratively create its own 'Golden Rules' at the start of the academic year. These will be prominently displayed in each classroom and may include statements such as:

- We will follow instructions the first time.
- We will be polite and kind.
- We will not touch other people or their things.

Expected Behaviours

Expected behaviours are rooted in creating a safe, respectful, and nurturing environment where all children can thrive. Pupils are encouraged to use kind hands and words, to share and take turns, and to listen to adults and one another.

They are supported in expressing their feelings appropriately, following simple instructions, and engaging positively with peers during play and learning activities. Respect for others, caring for the classroom environment, and developing independence through routines are key elements.

We teach children to recognise and label different emotions and feelings to support their emotional regulation.

Positive Reinforcement Strategies

Our behaviour expectations are reinforced consistently by staff through modelling, praise, and developmentally appropriate strategies that promote empathy, cooperation, and emotional regulation.

The emphasis is always on praise, encouragement, positive reinforcement, and rewards where appropriate.

Children receive stickers for positive behaviour.

Positive Preventative Behaviour Strategies

Structure and Routine: Staff ensure there is a structured, predictable environment and that children are prepared for changes to their routine.

Co-Regulation and Emotional Literacy: Children are taught to recognise and label their emotions to support their emotional regulation. Staff are trained in co-regulation strategies.

Redirection: If children are becoming dysregulated, adults use strategies of redirection and distraction to avoid escalation.

Positive Relationships: Staff work hard to foster positive relationships with all children and their parents/carers.

Awareness of Sensory Needs: Staff are aware of children's sensory needs and complete a sensory profile, if necessary, to identify them and make accommodations for them.

Training

St Edmunds School will ensure that all staff receive training appropriate to the implementation of this policy on at least an annual basis. A log of training will be kept centrally. This will include:

- Annual Safeguarding training on Keeping Children Safe in Education
- Online follow training based on KCSIE
- Specific courses such as Positive Handling in Schools/Early Years settings and other courses deemed necessary by the Head or Designated Safeguarding Lead.

2. RESPONSES TO INAPPROPRIATE PHYSICAL OR AGGRESSIVE BEHAVIOUR

All children have the right to feel safe at school. Any physical aggression, inappropriate touching, or unsafe behaviour is taken seriously, and our approach is always guided by the principles of safeguarding, child development, and early intervention.

Responses to Inappropriate Physical Incidents (including touching or hitting):

These include, but are not limited to:

- A child hitting, kicking, biting, or pushing another child or adult
- A child engaging in inappropriate touching, whether exploratory or aggressive

When such behaviour occurs:

- The incident will be responded to immediately using a calm, firm, and developmentally appropriate tone.
- Staff will separate the children, ensuring the safety of all involved.
- Staff to wear visual behaviour lanyards to give support to SEN children.
- Staff will clearly and gently explain to the child why the behaviour was not appropriate, using restorative language and helping them understand the impact.
- The behaviour will be **recorded in the Incident Report Book and logged on CPOMS**, with follow-up actions clearly documented.
- Parents will be informed on the same day or as soon as reasonably practicable.
- The **Head of Pre-Prep** will be informed. Where appropriate, a meeting with parents may be arranged to discuss behaviour strategies.

For **serious or repeated incidents**, including:

- Aggression toward staff
- Serious harm caused to another child
- Sexually inappropriate behaviour
- Any behaviour that raises safeguarding concerns

The child may be required to go home for the remainder of the day, and a **Back to School Meeting** will be scheduled with parents and the Head of Pre-Prep as soon as practical (not necessarily the following day). A plan will be put in place to support the child's safe and positive reintegration which may include a Risk Assessment.

All serious incidents must be logged on CPOMS and iSAMS to ensure safeguarding, behaviour monitoring, and communication with relevant staff members, including the Designated Safeguarding Lead (DSL) and SENCO, as appropriate.

3. PHYSICAL RESTRAINT IN PRE-PREP (INCLUDING EYFS)

In **exceptional circumstances**, where there is an immediate risk of injury, staff may use **reasonable force** (DfE: *Use of Reasonable Force*, 2013) to prevent harm.

Before intervening physically, staff will:

- Give clear verbal instructions for the child to stop.

- Communicate throughout the incident to de-escalate.
- Use the minimum force necessary and only for as long as needed to maintain safety.

Examples of When Restraint May Be Necessary:

- A child attacks a member of staff or another child
- A child runs toward a dangerous area (e.g., a busy road)
- A child is damaging property or harming themselves

Acceptable Techniques May Include:

- Blocking a pupil's path
- Leading a child gently by the hand or arm
- Shepherding with a hand on the back
- Physically interposing between children

Unacceptable Practices Include:

- Holds that restrict breathing
- Pulling or holding by the neck, hair, or ears
- Use of force to inflict pain or as punishment

All incidents involving restraint:

- Must be **recorded in the Incident Report Book which is located in the Heads' Office.**
- **Logged on CPOMS and iSAMS with full details**
- Reported to the **Head of Pre-Prep**
- Shared with parents on the same day or as soon as reasonably practicable

4. SUPPORT FOR CHILDREN WITH SEND OR IDENTIFIED NEEDS

If a child is known to have additional needs (e.g., ASC, SEMH, ADHD), staff will implement **proactive and personalised strategies**, including:

- Risk Assessments or Individual Behaviour Plans (IBPs)
- Training for staff in de-escalation or communication strategies
- Input from outside professionals such as Educational Psychologists or SALTs
- Recommend pre-school parents to go to a talking – walking.
- We can recommend Play Therapy if the parents are willing to pay.

All strategies and support measures must be **clearly recorded and monitored through CPOMS and/or iSAMS** as part of the school's SEND provision and safeguarding responsibilities.

5. REGISTER OF SANCTIONS AND MONITORING

Clear documentation, staff training, and consistent, calm responses are essential to ensure our approach is legally compliant, proportionate, and child centred.

- In Pre-Prep, the class teacher keeps a **daily record** of minor sanctions.
- The Head of Pre-Prep logs all **serious incidents and sanctions** on iSAMS.

- All concerning behaviour and follow-up strategies are recorded on CPOMS.
- Behaviour patterns are reviewed regularly in staff meetings, with the SENCO present.
- Persistent concerns are addressed with parents via structured behaviour support plans.

This digital record-keeping ensures that staff can monitor trends, share relevant information securely, and respond with consistency and transparency.

6. SCHOOL RULES AND SANCTIONS

While we focus on positive behaviour, some behaviours require sanctions, which may include:

- Time out in class or another supervised area
- Reduced timetable
- Loss of privileges (e.g. part of free play)
- Withdrawal from a trip or activity
- Being sent home following serious incidents

In rare cases, the Head may consider:

- Suspension (fixed term)
- Exclusion (permanent, in exceptional circumstances)

All decisions are made in line with safeguarding responsibilities and take into account any additional needs. These incidents are always documented on CPOMS and iSAMS.

7. CHILD-ON-CHILD ABUSE AND SAFEGUARDING

The school recognises that child-on-child abuse can occur even in the Early Years. All such incidents must be addressed promptly, recorded appropriately, and followed up with safeguarding protocols.

- Staff are trained to recognise signs of harmful sexual behaviour, bullying, and trauma-based responses.
- All concerns are recorded on CPOMS and reviewed by the DSL.
- Parents are informed early and support from external agencies is sought when necessary.

This policy reflects the school's duty of care, EYFS statutory responsibilities, and commitment to fostering a nurturing, safe, and respectful environment for all children.

8. Monitoring and Review

This policy will be reviewed at least annually by the Head and Governing Body.