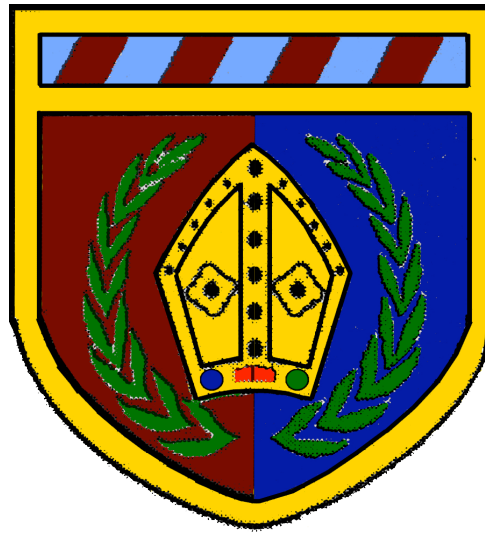


St John Fisher Catholic Primary School



EYFS Policy

"To live, love and learn and learn in our caring community"

Contents

Early Years Foundation Stage Policy

- Context
- Welfare Requirements
- Aims and Principles
- Religious Education
- Curriculum Planning
- Assessment, Recording and Reporting
- Working with parents/carers
- Celebrating Achievement
- Management and Organisation

Medication Policy

- Managing Medication and medical Procedures
- Long Term Medical Conditions
- Implementing the Care Plan
- Short Term Medical Conditions
- Administering Prescribed Medication
- Administering Non - Prescribed Medication
- Storage of Medicines

Parental Notification of Illness or Injury

Transition Policy Year R-Year 1

- Principles
- Aims
- Implementation
- Monitoring

Transition from Pre School - Reception

Policy on the Non- Collection of Children

- Statement of Intent
- Procedures



St John Fisher Catholic School Early Years Foundation Stage Policy

This policy is set within the context of the St John Fisher Catholic School Mission Statement incorporating the schools aims and policies.

The guidance used to update this policy is the Statutory Framework for the Early Years Foundation Stage 2012.

Rationale

Early childhood is the foundation on which children build the rest of their lives. At St John Fisher we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development, however we also believe early childhood is valid in itself, as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education. All children begin school with a variety of experiences and learning. It is the privilege of the practitioners working in reception to take on the task of building upon that prior learning and experience. This is done through a holistic approach to learning, ensuring that Parents/carers, support staff and the reception teachers work effectively together to support children's learning and development.

Children develop and learn in different ways and at different rates. All areas of Learning and Development are equally important and interconnected. Through our enabling environment and with positive relationships, each unique child can learn and develop individually. We are committed to a principle of Learning through Play whereby children and adults engage in exploratory and active learning, where creativity and critical thinking is developed, supported and extended and all areas of learning and development are implemented.

*Statutory Framework for the EYFS 2012
REF EYFS cards 4.1, 4.2, 4.3, 4.4*

The Prime areas of learning and development are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

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

The four specific areas support and strengthen the prime areas. These are:

4. Mathematics
5. Understanding of the World
6. Expressive arts and design
7. Literacy

All Areas of Learning and Development are embedded in all continuous provision.

The Early Years Foundation Stage (EYFS) is for children from birth to five years of age. The final year of the EYFS is referred to as the reception year; this policy relates to the reception classes in St John Fisher School.

Prior to joining this school the majority of our pupils attend St John Fisher Playgroup which is privately managed and located in the school grounds. The remaining pupils attend a range of different settings and we endeavour to work collaboratively with all of our Early Years Colleagues to facilitate a smooth transition to school. Following discussions with nursery and playgroup staff pupils are organised in two parallel classes of up to thirty children in each class. Within each class there are pupils across the 12 month age range, including a range of abilities and a balance of boys and girls. Each class is taught by a full time class teacher supported by a teaching assistant.

Safeguarding and Welfare Requirements

At St John Fisher Catholic School we understand our legal obligation to comply with certain welfare standards as stated in the framework. We know that we are required to:

- Safeguard and promote the welfare of children
- Ensure that all adults working with children are suitably qualified and have undertaken the necessary CRB checks.
- Ensure that all staff do not make use of their own mobile phone or camera within the setting.
- Maintain the correct staff/ pupil ratios
- To judge whether or not a risk assessment needs to be recorded in writing.
- To provide staff with the opportunity for coaching and training, mutual support, teamwork and confidential discussion of sensitive issues.
- Promote good health, preventing the spread of infection and take appropriate action when children are ill.
- Ensure that the premises, furniture and equipment are safe and fit for purpose.
- Manage children's behaviour effectively according to their developmental needs.
- Provide an enjoyable and challenging learning experience to meet their individual needs.
- Maintain records, policies and procedures for the safe, efficient management of the setting tailored to meeting individual needs.

Aims and Principles

It is our duty to ensure that our school provision enables every child to achieve the five 'Every Child Matters' outcomes as follows;

1. Staying safe
2. Being healthy
3. Enjoying and achieving
4. Making a positive contribution
5. Achieving economic well-being

The EYFS is based on the following four principles;

The Unique Child

We recognise that each child is a competent learner from birth. We aim to provide a broad and balanced curriculum which will enable each child to develop personally, spiritually, socially, emotionally, creatively and intellectually to his/her full potential. Each child is valued as an individual and learning builds on what the child already knows and takes into account the child's preferred learning styles and stage of development.

We value the diversity of individuals within our school where all people are treated fairly regardless of race, religion, gender or ability. Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. Individual Education Plans identify targets for those who require additional support in line with the schools Special Educational Needs Policy. Reception class teachers discuss these targets with the child and his/her parents/carers. Progress is monitored and reviewed formally each term. The Foundation Stage Manager works closely with the Special Educational Needs Co-ordinator and the co-ordinator for Able, Gifted and Talented Pupils

Positive Relationships

We recognise that children learn to be strong from secure relationships and to this end we aim to develop caring, respectful, professional relationships with the children, their families and the wider community. We recognise that parents are the child's first educators and we aim to work in close partnership with them through involvement and consultation.

Enabling Environments

We recognise that the environment plays a key role in supporting and extending children's learning. The foundation unit is organised into areas of learning both inside and outside in "the Courtyard" and "Greenland." The learning areas are designed to provide a wide range of cross-curricular activities which encourage the children to select their own resources and equipment independently.

Learning and Development

- We believe that Early Years Education is the foundation upon which children build the rest of their lives. In St John Fisher Catholic Primary School, we are concerned with the development of the whole child. Emphasis is placed on the seven areas of learning, which are cohesively linked by strong moral and religious teaching which is in accordance with the traditions of the Catholic Faith and the Diocesan Strategy for Religious Education.

Religious Education

We acknowledge that the ethos, working practices and quality of relationships between adults and children greatly influences children's attitudes and behaviour. To that end, staff endeavour to be good role models for the pupils. Children learn most powerfully through their experiences in the home, school and their locality, through these experiences they are led to an awareness of God Our Loving Father.

Prayer forms an important part of the child's life in school, as it is through prayer that relationships with God are strengthened and developed. Children are encouraged to pray privately, spontaneously and to use the formal prayers of the Church which are introduced at appropriate times throughout the year. Children in the reception classes join in the prayer life of the school family by participating in assemblies and masses.

The Diocesan Strategy for the Foundation Stage is followed and children are given an insight into multi cultural festivals such as Diwali and Chinese New Year through focused curriculum weeks.

Curriculum Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Our planning shows how the EYFS principles are put into practice and is always informed by observations we have made of the children. Planning reflects the children's wish and interests. We are constantly evaluating and reviewing our documentation to ensure that it is fit for purpose. All practitioners who work in reception are involved in weekly planning meetings. Staff evaluate with pupils each week and take on board their suggestions for the week ahead.

Long Term Planning

In accordance with local authority advice our long term planning (half termly) highlights the principles we are focusing on, this enables all staff to become familiar with the EYFS philosophy. Although we do have a broad topic outline for each half term we are very flexible in our approach to enable us to follow the children's interests.

Medium Term Planning

This consists of a mini topic linked to the half term theme. Mini topics vary in length but usually last for 1-2 weeks and highlight learning experiences. New topics can be added at any point during the year to support additional areas of interest or whole school topics e.g. 'Healthy Schools Week'

Short Term Planning

This is more detailed and focuses on learning objectives, resources, individual interests/needs. Adult led and whole class teaching is included and assessment focuses. These detailed plans cover one or two weeks. They also highlight the role of the adults at various times during the day ensuring quality time for adults to interact and observe pupils.

Assessment, Recording and Reporting.

Within the context of national requirements and the school policies relating to assessment, recording and reporting of children's progress, we will ensure that:

- Children's progress is monitored by all staff.
- Individual educational needs are met.
- Formative assessment is ongoing and utilised to inform the child's next steps in learning.
- Children's achievements are celebrated.

Assessment on Entry.

During the induction period records of prior attainment are reviewed, pupils are closely observed and some basic skills checks are made before judgements about the profile entry levels are recorded. We also complete the British Picture Programme to assess the child's understanding of language. An analysis of the scores is shared with the team and a report is produced for SMT to create a profile of the cohort which includes medical needs and any other relevant information.

During the induction period we also assess children's religious knowledge using the Diocesan RE Baseline test. This information is analysed and used to inform planning and highlight individual needs. It is also a useful tool to measure progress in the subject over time.

Continuous Assessment

All adults contribute to the assessment process which is both planned and unplanned. Planned assessment covers all areas of learning and occurs weekly with the results informing groupings and tasks for the following week. Planned assessment also occurs at the end of a period of learning eg at the end of phase phonic assessments. In addition each day staff record observations of children and these are added to the assessment process. This practice ensures a good range of evidence on each child. Photographic evidence is also used as well as samples of work. The EYFS profiles are updated half termly and monitored by the Foundation Stage Manager. The results are shared with the team and we have in house moderation meetings to consider the evidence base for these judgements.

External moderation is arranged by the local authority and consists of a half day visit by our Foundation Stage Consultant. In the summer term reception teachers attend annual moderation meetings for quality assurance purposes.

School Based Assessment

Alongside the profiles, additional school records are maintained in Literacy and Mathematics. In literacy, reading records, high frequency word lists, spelling test scores and phonics

records are maintained throughout the year. In mathematics half termly targets are set and attainment is tested at the end of this period. The results are monitored by the mathematics subject leader.

Reporting

Reporting to parents takes place informally on a daily basis through discussions. Parents receive written information regarding literacy and mathematics targets including written feedback on attainment. In the Spring term, profiles are shared with the parents and targets are set to escalate pupil progress towards the Early Learning Goals. Once a term, parents receive an interim progress report and there is a further opportunity to discuss the report with staff.

Reporting to year one staff takes the form of transition records as outlined in the transition policy and meetings between reception and year one teachers to exchange information.

Miss Byrne produces written reports on attainment at regular intervals for the governors, headteacher and senior leadership team. There is an ongoing dialogue about pupil progress between staff teams throughout the year.

Mobile phones/cameras in EYFS

During the working day, staff are allowed to bring a mobile phone with them to work. However, they are locked away until their lunch break. Staff do not use their own personal mobile phone or camera in the setting. We have school cameras that we use to take photographs for assessment purposes when recording children's achievements.

Working With Parents/ Carers.

Parents and carers are a child's first and foremost enduring educators. Young children are eager learners and all adults have an important role in sustaining that eagerness. We hope parents/carers and staff working together will be the most valuable way of encouraging children to develop positively. It is also the main way in which children are helped as they move from the home environment to St John Fisher Primary School. Each child has a key person (this is the class teacher) who ensures that every child's learning and care is tailored to meet their individual needs.

"Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning"

"In true partnership, parents understand and contribute to the policies in the setting. Ensure that parents are kept informed in advance about what will happen at transition times, such as when children join the setting"

The Early Years Foundation Stage, Department for Education Skills. Card 2.2 3.4, Positive relationships, parents as partners

This policy acknowledges the role of parents and carers as the child's first educators and affirms the value of continuing parental involvement

in education. Good working relationships will be promoted by:

- Providing a variety of opportunities for contact between home and school.
- Organising induction meetings and information evenings to discuss Early Years Practice in our school.
- Providing written information relating to schemes of work so that parents can become actively involved in their children's day to day learning.
- Sharing information about a child's development, progress, attainment and needs through informal discussions on a day to day basis and more formally through consultations in the Autumn, Spring and Summer terms. A written report will be provided towards the end of the summer term.
- Offering parents the opportunity to work with their child during the school day through the 'Share' Programme.

Celebrating Achievement

Throughout the year children's achievements are celebrated. On a daily basis line managers and the headteacher are pleased to commend children for their achievements, providing instant recognition of their efforts. In the foundation stage reward stickers are collected in individual sticker books and certificates are issued to children who fill their sticker book. Weekly merit certificates for 'Star of the Week' are presented to two pupils from each foundation/key stage 1 class. These are awarded for social and academic achievements and following the presentation of certificates at assembly pupils have their photographs displayed in their classroom.

Leadership and Organisation

The leadership of the Foundation Stage is the responsibility of Miss Anne-Marie Byrne. The responsibilities of the manager in relation to the EYFS include:

- Ensuring the implementation of the Early Years Foundation Stage Policy.
- Monitoring the quality of teaching and learning in the reception class.
- Managing the budget for the phase with particular reference to resources and equipment.
- Supporting the professional development of Early Years Staff and informing them of national, local and school decisions which impact on children in the foundation stage.
- Managing the transition of pupils into school and to Key Stage 1.
- Co-ordinating workshops for parents.
- Liaising closely with Mrs Grainger the SENCO to ensure the needs of all pupils are met.
- Maintaining close partnership with St John Fisher Playgroup.
- Reporting to Governors, the Headteacher and Deputy on all aspects of the work of the phase.

Associated Policies

- a) Transition to School Policy
- b) Transition to Key Stage One Policy

Date of Policy September 2012

St John Fisher Catholic School EYFS Medication Policy

Managing Medicines and Medical Procedures

All children have a right to continue to attend our school as long as they are well enough to engage in the normal activities.

This includes children with short, long term or specific medical conditions, which require medication or treatment.

Due consideration will be given to how medical needs can be best accommodated, not just to provide for children's individual requirements, but also to ensure that all regulatory and health and safety aspects for both the child and staff are met.

Miss Byrne will compile a report on all known special medical or dietary needs during the first few weeks of the academic year. Details will be circulated to all members of the Senior Leadership Team, everyone in the EYFS team and a copy will be provided for the school office which will be circulated among lunch time supervisors.

Long Term Medical Conditions

For children with long-term medical conditions requiring ongoing medication, medical treatment or a special diet such as food allergies, epilepsy, asthma, diabetes, a care plan will be drawn up by the Foundation Stage Manager and Mrs. Grainger (Senco) with parent/carer and health professionals where appropriate. The care plan will include:-

- The name of the child , DOB address and telephone number
- Name and address of GP
- Details of the condition including symptoms.
- Special requirements e.g. dietary needs
- Medication needs and any possible side effects of medication
- What constitutes an emergency
- What to do in an emergency and who to contact
- The role of staff members.

Implementing the Care Plan

The completed care plan will be agreed and signed by the parent/carer.

Care plans and medical records will be kept secure in accordance with the Data Protection Act 1998. However they must be made known to and readily accessible to all staff caring for the child including those involved in lunchtime supervision and after school care.

Where necessary, staff will be given special training in the administration of medicines or medical treatment e.g. when the use of an adrenaline-pen may be required or other non-oral medication.

Training will be given by a health professional who will verify that the person or persons trained are competent to perform the procedure.

Short Term Conditions

Sometimes children may be well enough to attend school but may still require some form of medication for a short period e.g. antibiotics. In this case, a medicine form will need to be completed by the parent/carer. The medicine form will include:-

- The child's name
- Consent from the parent/carer for staff at St John Fisher School to administer the medicine.
- The date of the authorisation
- The name of the medicine
- Date course of medicine commenced
- Prescribed dose and frequency
- Method of administering dose
- Time last dose was given and when next dose is required.
- Signature of Parent/carer

Prescribed medicines must be in their original container and clearly labeled with the child's name, the name of the medicine and dosage.

Administering Prescribed Medication

Mrs Mooney the headteacher will authorise members of staff to administer medication. Appointed staff will:

- Check that the details on the medication match those on the authorisation form.
- Administer the medication at the agreed time.
- Record the date, time, medication and dose administered on the proforma "Record of Medication Given"
- Sign the record.
- Ensure that parents/carers countersign the record when they collect the child.

There will be a separate "Record of Medication Given" for each child which will be retained by the class teacher.

Non-Prescribed Medication

At the discretion of the headteacher non-prescribed medicines may be administered when there is a health reason to do so.

These must be in the original container and clearly labeled with the child's name and dosage required and a medicine form must be completed as for prescribed medicines.

In the first instance, the parent/carer will be invited to come into school at the appropriate time to give the medication. If this is not possible an authorised member of the school staff will carry out the duty.

Storage of Medicines

Medicines will be kept in a secure place away from children i.e. in a clearly labeled box reserved for the purpose.

Medicines that need to be kept in the fridge will be kept in a labeled plastic container.

Staff are required to keep any personal medication they carry in a secure place which is inaccessible to the children.

In the Foundation Stage the class teacher will store inhalers for asthma on the understanding that the child may use their inhaler on request at any time throughout the day.

The Foundation Stage teacher will ensure that inhalers and all other medication is taken to all out of school settings.

This policy has been compiled by Miss Byrne in consultation with Mrs Mooney.

Date of Policy: September 2012

Parental Notification of Illness or Injury

If a child becomes ill during the school day, appropriate care will be given until the parents/carers are able to collect the child.

Any guidance given to the parents will be taken directly from the national health guidelines for schools which details recommended exclusion and treatment for common childhood illnesses.

If a child receives a minor injury at school, treatment will be given by the appropriate person and an entry will be made in the first aid book.

In the Foundation Stage, details of an incident will be recorded on a welfare form which parents/carers are asked to sign at the end of the school day. The forms will be kept in the welfare file which is maintained by all teachers of pupils aged 4-5 years in accordance with the welfare requirements.

In the case of more serious accidents /emergencies the named first aiders Mrs Swan will advise on treatment and oversee the arrangements for the child in accordance with school policy.

In the EYFS both Miss Byrne and Miss Ryan (Reception Teachers) hold current Paediatric first Aid Certificates.

All children in St John Fisher School who receive a head bump/injury will receive written notification of the time, place, details of the injury and recommendations for further observation at home in accordance with whole school policy. This form will be given to the person collecting the child at the end of the school day.

Anne-Marie Byrne September 2012

St John Fisher Catholic School

Transition Policy

Reception - Year 1

This policy has been formulated by Mrs Mooney and Miss Byrne following consultations with school staff and LA advisors. It is based upon advice from Helen Moylett, Regional Director, Foundation Stage Primary National Strategy. The national training materials have also been used as guidance in writing this policy.

Principles

In order to provide continuity from the reception year to year 1 the following principles of the EYFS Statutory Framework / Primary National Strategy should be upheld.

- The year 1 curriculum should be relevant to the developing needs of the child, incorporating carefully planned activities and opportunities for child initiated activities.
- The learning environment should be stimulating, well organised and conducive to independent learning.
- Practitioners need to build on what the child already knows, with assessment for learning being central to the process.
- Year one staff need to develop close working relationships with parents and Foundation Stage colleagues.

Research has shown that;

"The best adaptation takes place where conditions are similar, communication is encouraged and the process of change takes place gradually over a period of time." (NFER A Study of the Transition from the Foundation Stage to Key Stage 1. March 2005.)

Aims

In St John Fisher School we aim to;

- Promote the continuity of education and curriculum between the phases of early education.
- Facilitate greater staff understanding of practice in other phases.
- Share good practice with colleagues in other settings.
- Prepare all children for a positive transfer experience.
- Support the effective transition of individual children.
- Promote and support cross phase and multi agency working.
- Ensure the availability and effective use of transfer records.
- Enable parents/carers to be fully informed and involved in the transition process through positive relationships.

Implementation

Implementing the policy is dependent upon adequate provision for the children, good communication between staff in each phase and information sharing with parents/carers.

Arrangements for Pupils.

Certain pupils may require more support than others, these include, younger, less mature, less able pupils, those with English as a second language or those with special needs. Such children need to be identified and catered for. All children need to:

- Become familiar with their new environment and get to know the staff who will be working with them in year 1. This will be achieved through a series of visits during the second half of the summer term.
- Experience familiar routines such as circle time and story time. They need opportunities for role play, and practical activities of their choice in addition to those carefully planned by the adults
- Spend the greater part of the day enjoying 'hands on experiences' interspersed with short focused class teaching sessions.

- Benefit from differentiated tasks especially in Literacy and Numeracy.
- Have plenty of opportunities to consolidate learning and make choices

Arrangements for Staff.

Good cross phase communication and co-operation is essential to ensure smooth transitions for the children. To this end we will;

- Provide training opportunities for all staff.
- Enable year one staff to work alongside the children in the reception class during the summer term.
- Ensure that transfer records are used to support staff and pupils effectively and arrange time for staff to discuss pupils needs prior to transition.
- Share the results of the Foundation Stage Profile with colleagues.
- Share resources and continue to build up our supply of topic related books and equipment.
- Evaluate our practice and move forward together.
- Ensure individual care plans/plans are discussed where necessary transition.

Arrangements for Parents/Carers

We will maintain good working relationships with parents by:

- Informing them about their child's transition to key stage 1.
- Providing written information about timetables, procedures and curriculum content and an information evening early in the autumn term.
- Encouraging parents to work in close partnership with the school.
- Invite Foundation and Year One parents to be involved in the Share Programme, family Workshops, Positive Parenting etc.

4. Monitoring the Policy.

Mrs Mooney will ensure that the policy is implemented by delegating specific responsibilities to certain members of staff. The monitoring process will include;

- Evaluation meetings
- Scrutiny of planning
- Classroom observations
- Tracking pupil progress
- Discussions with pupils
- Scrutiny of work.

Date of Policy September 2012

Arrangements for Transition from Nursery/Playgroup to School

During the first half of the summer term the reception class teachers will meet with the St .John Fisher Playgroup Leader to discuss the needs of individual pupils and consider class groupings for September. Throughout the year, playgroup pupils will be invited to attend various celebrations such as the Christmas Play and the Reception Classes Mother's Day Mass in school.

In April, playgroup pupils will visit their reception class for a stay and play session, accompanied by their key worker. During the second half of the term the reception teachers will visit the entire new intake in their settings. The majority of our pupils attend St John Fisher playgroup, a privately run playgroup in the school grounds but approximately 25% of pupils attend other nurseries. Reception teachers have established close links with twelve other settings in the locality as a result of our transition visits over a number of years.

An induction meeting for parents is held during the summer term. Mrs Mooney speaks to the group about aspects of school life, information packs are distributed and parents tour the Foundation area whilst their children enjoy a stay and play session.

To facilitate a smooth transition to school each preschool child will be matched to a foundation pupil who will act as a buddy. Welcome cards and photographs will be exchanged and the pupils will be introduced during the final weeks of the summer term. In September the older children will befriend the younger pupils at playtimes and lunchtimes.

The starting arrangements are based on a phased entry with pupils starting in groups of ten beginning with the youngest and pupils from other settings. Each group is given a few days to settle before they are joined by the next group of ten pupils. During the two week induction period pupils attend daily from 9.00- 2.00 pm. From the beginning of the third week of term all children attend full time.

St John Fisher Catholic School

Policy Statement on Non-collection of Statement Intent.

In the event that a child is not collected by an authorised adult at the end of the school day, the child will be cared for by a qualified practitioner who is known to the child.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

We also ask parents to contact us if they are unavoidably delayed so that we can reassure their child that they are en route.

Procedures

Parents of children starting at our settings are asked to provide specific information which is recorded on our welfare forms including:

- Home address, telephone number and mobile number if applicable.
- Parent/carer's place of work, address and telephone number if applicable.
- Names, addresses, telephone numbers of at least two adults who are authorised by the parents to collect their child from school, for example a childminder or grandparent.
- Information about any person who does not have legal access to the child.

We request that parents inform the school office of any changes to these details throughout the year.

On occasions when parents are aware that they will not be at home or in their usual place of work, they are asked to inform us how they can be contacted on that day.

On occasions when parents or the persons normally authorised to collect the child are not able to do so, they are asked to provide a name and contact number of the person who will be collecting the child on that day. If we have not been introduced to this person we agree with parents how the identification of the person will be verified.

In an emergency parents are asked to telephone the school office with the new arrangements for collection before the end of the school day,

In the event that their child is not collected from school by an authorised adult and all attempts to contact one of the named adults fails, we will apply our procedures as detailed below:

- The child will not leave the premises with anyone other than those named on the Welfare Form.

- If no-one collects the child after a fifteen minute period and the setting has been unable to contact either the parents or the designated emergency contact personnel, then the headteacher Mrs Mooney, the deputy head or other senior staff in charge of the setting will have no alternative but to contact our local authority Social Services department to advise them of the situation.
- Consideration may also be given to contacting the Police; if so, a full written report of the incident will be recorded.
- A senior member of staff will check the identity of the person collecting the child and provide written details for the child's school file.
- Mrs Mooney and all relevant school staff will be informed the next morning.

Date of Policy September 2013