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### Philosophy

At RPPS, we believe the early years to be critical in a child's development. The pace at which knowledge and skills are acquired is rapid in every way and it is at this stage that the foundations for learning and living are being laid. Young children are complex human beings who have a real enthusiasm for life. As adults, we have a vital role in their growth. They need skilled practitioners who can provide the right environment to enable them to achieve their maximum potential. Not only is this a time for aiding children at their present stage of development, but it is also an opportunity to prepare them for continuing education and to equip them for the future.

We need to challenge children's thinking, building on what they already know, understand and can do. It is important to recognise that the development and use of communication and language crucial to young children's learning and we need to ensure that we use this effectively. Since children have a variety of learning styles (for example, creative, physical or linguistic), it is the practitioners role to provide them with access to multi-sensory learning opportunities. They need time to work individually, in pairs, in small groups and in larger groups, depending on the task, the experience and the preferred working style. We recognise the importance of collaborative learning and encourage children to talk through their ideas with each other.

When dealing with young children we should take into account the ten common principles of the pioneers of early childhood education:

- 1) Childhood is seen as valid in itself not simply as a preparation for adulthood. Thus education is seen similarly as something of the present and not just as training and preparation for later.
- 2) The whole child is considered to be important. Health, physical and mental is emphasised, as well as the importance of feelings, thinking and spiritual aspects.
- 3) Learning is not compartmentalised as everything links.
- 4) Intrinsic motivation, resulting in child-initiated activity and self-directed activity is valued.
- 5) Self-discipline and independence is emphasised.
- 6) There are especially receptive periods for learning at different stages of development.
- 7) What children **can** do (rather than what they cannot) is the starting point in the child's education.
- 8) There is an inner life in the child that emerges especially under favourable conditions.
- 9) The people (both adults and children) with whom the child interacts are of central importance.
- 10) The child's education is seen as an interaction between the child and the environment, including in particular other people and knowledge itself.



The Early Years teaching and learning focuses on stages of development rather than chronological age of the child.

The overarching aim of the EYFS is to help children achieve the Every Child Matters five outcomes:

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

We aim to help children achieve the 5 outcomes by:

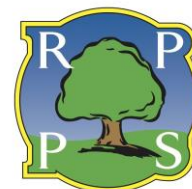
1. Setting standards
2. Promoting Equality of opportunity
3. Creating a framework for partnership working
4. Improving quality and consistency
5. Laying a secure foundation for future learning and development

We ensure that all adults looking after children at Ravenscourt Park Preparatory School must be suitable to do so, please refer to our Safer Recruitment Policy.

## 2. Principles of Early Childhood Education

We recognise the Early Years Foundation Stage principles and the 4 themes:

1. **A unique child.** Every child is a competent learner from birth who can be resilient, capable, confident and self-assured
2. **Positive Relationships.** Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person
3. **Enabling Environments.** The environment plays a key role in supporting and extending children's development and learning



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**4. Learning and Development.** Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

Children learn when they are actively involved and interested. We encourage interactive discovery learning whereby the child has an opportunity for making decisions and having responsibility for outcomes. Structured play develops independent, confident learners who are able to explore and experiment without fear of failure.

Children need to feel safe and secure and have:

- Quality interaction with adults
- A safe and secure environment with organised routines where they feel they 'belong' and are valued
- Space to move, explore and develop their own ideas through 'hands on' practical activities
- Opportunities for play
- Opportunities for investigation, exploration and discovery
- Opportunities for making choices and having control over what they do
- Opportunities for success, building on what they know, understand and can do rather than what they cannot do.

Children need adults who:

- have a knowledge and understanding of the learning processes of young children
- have a sense of humour, are open minded and enthusiastic
- have high expectations of them
- observe and listen to them
- are sensitive to and can meet young children and their families needs by being approachable, adaptable, caring, kind and discreet
- respect all children and their families with regard to language, culture, ability, religion and race.

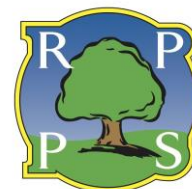
Children learn:

- by talking and listening
- by expressing their feelings
- when recognition is given to their individual needs - emotional, social, physical and intellectual
- by being given stimulating experiences
- by being helped to develop self esteem and a sense of identity
- by being helped to develop positive relationships with adults and other children
- through lively interaction with adults and children

These points illustrate the complexity of the task involved. They acknowledge the professionalism and skill required by the early year's specialist.

### Aims and objectives

- To promote individual children's progress towards the Early Learning Goals, through a broad and balanced curriculum.
- To treat every child as an individual and help them reach their full potential.
- To give every child the opportunity to learn through a variety of teaching styles.
- To help every child develop their self esteem and sense of identity through stimulating experiences, which start from what the child already knows, understands and can do.
- To continually monitor and assess children's learning as an integral part of the learning and teaching process.



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### Learning and teaching

In the Reception classes the ratio of adults to children is 20 children with a teacher and teacher's assistant (all Level 3 qualified). During the course of the week however, the child will come into contact with a variety of adults ranging from: Head of Lower School, French, music, art and PE teacher; the Headmistress; the site manager and the dining room staff.

The teacher is fundamental to children's learning and development; thus it is through effective teaching that children become keen and eager to learn and make progress towards their Early Learning Goals. The success of any team is dependent on members feeling involved and mutually respected, being given recognition, responsibility and the opportunity to share experience and expertise.

The EYFS Profile is completed for all children in the final term of the year in which they reach age five, so no later than 30<sup>th</sup> June in that term. Each child's level of development is assessed against the early learning goals. The results of the EYFS profile is shared with parent in the end of year individual child report and during the summer term parents evening. Year One teachers are given a copy of the profile as well as a copy of the last page of the child's summer report stating the child's skills and abilities in relation to the three key characteristics of effective learning.

The transition from Nursery into our school and from Reception into Year One is extremely important. Please refer to the 'Transition Policy' for further details.

Teaching involves creating opportunities that will encourage children to, **explore, create, investigate, rehearse, practise, repeat and discover.**

The Early Years teachers plan together each term and have a good understanding of the aims and principles of The Foundation Stage and The Early Learning Goals. The schemes of work used are a combination of the Early Learning Goals and our in house schemes for each subject area. The teachers consult each other on a daily basis and work together as a strong team. Their planning is flexible and is guided by the individual child's needs and interests.

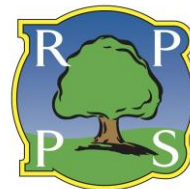
They incorporate into their planning opportunities for: learning from one another, co-operation, collaboration, independence, learning through all senses, exploration, investigation, problem-solving, developing creativity and imagination, developing positive attitudes to learning, developing persistence.

### CPD and Supervision

Staff are supported to undertake appropriate training and professional development to ensure they can continually improve the quality and development experiences they offer for children. 'Supervision' is a way for our staff to improve their professional and personal effectiveness in a supportive 1:1 meeting. This support is provided by the Head of Lower School, for staff to discuss issues and identify solutions, as well as receive coaching to improve their personal effectiveness.

### The Importance of Play

Play is a powerful medium for learning. It helps children make personal sense of their world through exploration, investigation and representation. For young children play is the central means for access to the curriculum. It can come in many forms such as solitary play or role-play. Play is a natural form of expression giving individual opportunities for:



- 
- practising co-operation
  - resolving conflicts
  - solving problems
  - putting themselves in other peoples' places
  - becoming aware of the feelings of others
  - enjoyment
  - taking the lead when appropriate
  - being creative
  - investigating ideas

The children have access to a wide range of equipment for both indoor and outdoor learning. Inside we provide an Interactive White Board, a computer, a carpet area, role play area, creative area, along with 'quiet area' for reading books, listening to CDs or simply relaxing when they are tired. Outside there are opportunities for water and sand exploration, large construction and a playground for developing gross motor skills.

### 3. Behaviour Management

We believe that children's behaviour must be managed effectively and in a manner appropriate for the child's stage of development and particular individual needs. Most behaviour is easily managed within the class by the Reception team, however the Head of Lower School is also available should the need arise and is the named person for behaviour management.

Please refer to our Safeguarding and Welfare Policy for a comprehensive overview regarding incidents of physical intervention.

Please refer to the RPPS Behaviour Policy for a comprehensive list of Lower School sanctions and rewards.

### 4. Admissions and Induction Procedure

#### Admissions

##### Aims

We are proud to be a non-selective and co-educational school. We admit children from the age of four to eleven years old regardless of race, religion or academic ability. We ensure an equality of opportunities for all children. We would make any adjustments necessary for accessibility and commit to support children with learning difficulties and disabilities. The curriculum is designed to develop children from four years old up to their secondary transfer at eleven. We do not prepare children for the 7+ or 8+ examinations.

All Early Years staff are given copies of policies and procedures at their induction. These are also accessible and explained to all parents and carers. This supports the aim of providing children with a safe and secure environment in which children are able to interact and explore rich and diverse learning and development opportunities.



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All EYFS practitioners have up to date criminal record checks. If persons supporting in the setting Early Years setting suitability has not been checked, including through a criminal records check, they do not have unsupervised contact with the children. When a new member of staff starts work before the disclosure is available, the school ensures that the person is supervised at all times.

The school undertakes risk assessments to assess the level of supervision that is required taking account of the particular needs and vulnerabilities of children in the EYFS. Children are usually within sight of staff and always within sight or hearing.

This policy has been written with due consideration for and in accordance with the Every Child Matters documentation outlined in the Children Act 2004

### Procedure

It is important that the families choosing our school support our educational philosophy. Prospective parents will benefit from:

- Viewing our website ([www.rpps.co.uk](http://www.rpps.co.uk))
- Reading the school prospectus (available from the school office)
- Reading some past copies of the school magazine 'Park Life' (available from the office)
- Coming to an open morning and touring the school
- Contacting the school secretary, Deputy or Head with any individual enquiries or questions

### Entry to Reception classes

1. Parents must register their child on the child's first birthday or as soon as possible thereafter by contacting the school office and/or filling in the relevant registration form which can be obtained from the school office or downloaded from the schools website. A registration fee will be required at this stage and the child's details are entered onto our school database.
2. As stated in the school's prospectus, registered pupils are interviewed according to the date of registration until available places are filled. This ensures there is no weighting towards the older child. Should your child be selected you will receive a letter in the June, of the previous year of entry, to invite both parents and child to an informal meeting. This will take place during the Autumn term, prior to the year of starting school, where you will spend approximately 15 minutes with the Head of Lower School. This gives all parties the opportunity to establish that the child, parents and school are happy with the arrangements for the child to start school the following September.
3. Following the meeting, parents will be notified by letter as to whether a place is available.
4. Acceptance of an available place requires both parents to sign an acceptance form within seven days. A deposit is also required at this stage. The deposit is returnable if a child should leave before the end of Year 6 as long as a term's notice is given in writing.
5. Once a place has been accepted, we will contact the child's previous school or Nursery for reports or references.
6. We will ask you to supply us with all relevant documentation for your child prior to entry. (This will include previous school reports or assessments if you have them). Documentation relating to any recognised learning support, medical or dietary needs/requirements.
7. If a place is not offered, children will remain on the waiting list unless they request to be withdrawn. Places occasionally become available during the year.
8. There is no automatic entry procedure from any Kindergarten or Nursery school into Ravenscourt Park.
9. Children are invited for a 'move up' morning during the summer term prior to the September start date.



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### Sibling Priority

Ravenscourt Park operates a policy of Sibling Priority. However, we may not offer a place if we feel that the school is not the correct educational environment at that stage. The Head, Deputy or Head of Upper or Lower school will discuss this with parents at the earliest opportunity if we feel that there may be an issue.

### Transfer between London Preparatory Schools Ltd (LPS Ltd) Schools

Any transfers between LPS Ltd schools will be reviewed on an individual basis. No child may transfer between these schools without joint agreement of both Heads.

As a non-selective school we adhere to our view that children are welcome whatever their ability. We have a code of conduct placed in all classroom. It is vital that all staff and children adhere to this. Where a child is aggressive, violent or consistently and/or significantly disrupts the education of others in the school, we will consider, with parents, whether an alternative educational establishment may be better suited to the child's needs.

### Induction

In the June before joining Reception, children are invited to spend the morning with their new class. This gives both children and parents an opportunity to meet with the class teacher and teaching assistants, as well as other class members. Class lists are distributed, along with the 'Reception Parent Handbook', which outlines information about the Reception Year and the school in general. Parents are also invited to attend a 'Welcome to Reception Evening' hosted by the Head of Lower School, EY Leader and class teachers.

During the first few weeks of the Autumn term parents are invited to an Early Years Curriculum Evening. This is an opportunity for the teachers to clarify daily routines, explain the Foundation Stage curriculum and answer any queries that parents may have. Presentations are also made by the Heads of Lower School Maths and English. It is also an opportunity to prompt parents to elect a parent representative to join the active PTA and ask for them to organise a rota of parent helpers (for example with reading), as well as volunteers to share whatever expertise they may have.

The teachers are very aware of how tired the children are in their first few days and everything is taken at an easy pace with opportunities to rest. Parents also have the option of taking reception children home on Friday afternoons throughout this first year.

For full details of admissions procedure please refer to the RPPS Admissions Policy.

## 5. Equals Opportunities Policy

RPPS is committed to equal opportunities for all irrespective of their age, gender, attainment, ethnicity, special educational needs or competence in English.

Each September there are 60 new children that enter the school in Reception. We admit a balance of boys and girls regardless of race, religious views or physical ability.





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We aim to:

- meet the individual needs of children irrespective of age and attainment.
- provide a broad and balanced curriculum, which meets individual needs
- provide access to the same range of activities for both boys and girls.
- provide an environment that reflects our multicultural society, through a variety of games, books, artefacts and pictures.
- celebrate different religious festivals through assemblies, class discussions and activities.
- encourage guests and other people connected with other cultures to come and share their experiences and beliefs.

### 6. Parents and Carers

Parents are the child's first teacher and the importance of parents as partners in their child's education should be remembered. At Ravenscourt Park Preparatory School we have an open door policy with strong links between parents and teachers. There are opportunities to chat informally with the parents at the beginning and end of the day. Teachers are available for private discussions with parents and carers if an appointment is made for either the beginning or end of the school day. We encourage parents to tell the class teacher if there are any problems that may be affecting their child. Teachers see parents immediately there is any cause for concern. Staff will always listen to the parents and in this way gain a greater understanding of the children in their care. Fathers as well as mothers are encouraged to participate in their child's education. We encourage parents to contribute to their child's learning using a 'Golden Ticket' to note any special moments or achievements their child makes at home. We support daily two way communication in the Reading Record Books and all teachers can be contacted directly by email. There are regular letters sent home on Fridays as well as notices on the classroom doors. The school 'On the Fridge Door' is posted on the school website each week (and on the main school notice board) to show events/reminders coming up in the next week and achievements of the children.

- A 'New Parents' social evening in the first few weeks of the new academic year
- A Reception and Parent handbook outlining school procedures.
- Termly and annual calendar for the school
- A website with a 'pupil post' section and the food menu for the next week
- Weekly 'pupil post' bulletin which posted on 'Pupil Post' every Friday afternoon
- Booklets outlining strategies to help support the child at home with Literacy and Numeracy
- Children's reading record books, which are sent home on a daily basis and where comments are written between the parent and the teacher
- Invitation to parents to help in the classroom and accompany us on school trips.
- Regular Parents Evenings each term, where the parents have an allocated time to see their child's class teacher and have the opportunity to discuss their child's progress
- A final written report, given to parents in the last half term of the academic year reporting the child's progress against the Early Learning Goals and the Outcomes Assessment Scales
- Profile Sharing sessions each term where parents are invited to come into the classroom at the end of the school day and look through their child's work tray to see examples of the work they have been completing

Our partnership with parents is highly valued and a questionnaire will be sent to canvas feedback on their child's experience at school, level of fulfilment and level of satisfaction with progress and any additional thoughts or opinions parents may have. The Head of Lower School alongside the EY Leader also host an informal 'Coffee Morning' early in the year, to gather feedback from parents regarding their children's transition into our RPPS Early Years.





Reception classes display class timetables and 'Who are My Teachers?' outside their rooms.

Dismissal procedures: It is school policy that if a person other than the parent or known carer is to collect a child, permission has to be given to the class teacher prior to releasing the child, otherwise the child will not be released to the adult.

We believe that where staff, parents and carers work together collaboratively to support their child's education, the results have a positive and lasting effect on their child's achievement.

### **7. Community Involvement**

We have good links with the local police and home beat officer, who visits us regularly. The children go out into the local area, for example Ravenscourt Park for topic work.

Parents and relatives of the children are welcome to visit the school and share their professional expertise and experiences.

Every two years we choose a charity for the school to fund raise for. The representative from the charity will come and speak to the children in assembly.

For Harvest Festival the local vicar leads a service at our school and the gifts from the children are sent to a local charity.

At Ravenscourt Park we encourage healthy eating and actively incorporate this into our curriculum. All of our lunches are freshly prepared each day on the premises, from daily deliveries.

### **8. Procedure for a Parent Failing to Collect a Child**

Ravenscourt Park School offers an 'After School Care' service (A.S.C.) until 6pm. This may be used by a parent who wishes to book their child in advance or, if a parent has not arrived at the normal collection time, at the end of the school day or after a club, the member of staff looking after the child will take the uncollected child to A.S.C. The child will then be looked after and given something to eat and drink until they are collected or before 6pm.

Parents are asked to telephone the school immediately if they know they will be late due to traffic, an accident etc. to avoid undue concern and leave a contact mobile number.

If a child has not been collected by 6pm, the after school care supervisor will telephone parents. Should there be no reply emergency contact numbers that are provided on the child's 'information sheet' will then be called, until a contact has been made with someone. The message that the child has not been collected and that they need to contact the school immediately will be left on answer machines along with the school telephone number.

In the unlikely event that no contact has been made with any person on the contact list, directly or by call back by 6.15pm, the 'back up' member of the Senior Leadership Team (SLT) will be notified. Contact numbers will be tried again and this time a mobile number will be left as a contact number, either SLT or site manager (due



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to the school phone not being manned at this time.) If no contact has been made with a parent or 'carer' at this stage, for the welfare of the child, Emergency Social Services will be contacted for advice, (Tel 02087 488588) and they will talk through possible options (this process may take up to 2 hours.)

Hammersmith and Fulham Education Services advise that a child is not taken home by a member of staff unless the parent has given permission.

The SLT member and after care supervisor will wait with the child until the child is either taken home or social services have collected the child.

The SLT member involved will write up notes on the event, to be retained with the child's records. The Child Protection Officer will also be informed by the member of SLT and a copy of the records kept in the Welfare Folder.

### 9. Procedure for a Missing Child

#### 1. Child Missing on School Grounds

If a child appears to be missing while he/she should be on school grounds, (and toilets and areas where the child may be having been checked) the class teacher will immediately check with the office to see if the child has been sent home/signed out. If this is not the case and the child genuinely is missing, office staff will immediately notify members of the Senior Leadership Team (SLT) and the site manager. The senior member present of the leadership team will take overall responsibility for the further actions listed below.

- If none of the above staff know where the child is, the SLT member will give staff specific areas of the school to check for the missing child, including speaking to children and staff.
- If a child is not found at this point the parents will be contacted to check if the child is with them, and if there may be any reason the child may be hiding, and finally to let them know their child is missing. A contact number will be confirmed at this point with the parent and they will be told that the authorities below will be notified.
- The Parks police (Tel 020 8753 5999), Ravenscourt Park Staff (Tel 079705286) and the local police (Tel 999) will be notified with a description of the child.
- The SLT member involved and other senior staff as appropriate will liaise with the police and other authorities as required. They will also liaise with the parents as directed by the police.

#### 2. Child Missing when Off-Site at a Venue

##### **NB Staff will take photos of each child with them on a school trip.**

If a child appears to be missing when off-site, a register will immediately be called by the person in charge of the group with eye contact replies.

- If the child is still missing, members of staff from the venue will be notified, by the person in charge of the group, with the name and a description of the child, to help search for him/her. It will also be requested at this time that all exits, including fire exits, from the venue are monitored.
- The areas just visited will be re-checked by an adult, nominated by the person in charge, from the school group.
- If the child is not found in the next few minutes, the School office will be notified by the person in charge of the group and the office will tell a member of SLT. A contact mobile number will be confirmed and the time will be noted by the office staff.



- If, after quickly and fully re-searching the venue the child is not found, the local police will be informed with the name and a description of the child. Parents will be contacted by the SLT member at this time, giving the following information: time the child went missing, the place, what is being done and by who. A parent contact number will also be taken at this time.
- Contact will be made with school at regular intervals (at least every 30 minutes).
- If none of these actions finds the missing child, and the police have not arrived, the police will be re-contacted and asked to take charge. The school will be notified of this action and the SLT member will nominate a contact person for the police at the school.

### 3. Child Missing when Off-Site 'Outside'

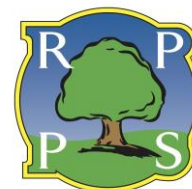
- If the child is found missing when a group is 'outside' eg. in the Park, walking in a line from place to place, a register will immediately be called by the person in charge of the group with eye contact replies. Photographs of every child are always taken out so that every adult supporting is aware of who is missing.
- If the child is still missing, the surrounding area will be checked quickly calling out to the child for a response.
- If the child is still not found immediately the School office will be notified by the person in charge of the group and the office will tell a member of SLT. A contact mobile number will be confirmed and the time will be noted by the office staff.
- If, after quickly and fully re-searching the area the child is not found, the adult in charge will ask the School Office to make appropriate telephone calls to for example: the local police (Tel 999) The Parks police (Tel 0300 1231212), Ravenscourt Park Staff (Tel 079705286), and the coach company (depending on where the group is). The name and a description of the child will be given with time and place the child went missing.
- Parents will be contacted by the SLT member at this time, giving the following information: time the child went missing, the place, what is being done and by who. A parent contact number will also be taken at this time.
- The SLT member will speak with the person in charge and decide what action will take place with the rest of the group.
- The person in charge will meet with the police at the place where the child appeared to be missing and ask the police to take charge. The school will be notified of this action and the SLT member will nominate a contact person for the police at the school.

## 10. Complaints Procedure

Please refer to the whole school 'Complaints Procedure Policy'.

In addition to the whole school complaints procedure our Early Year setting:

- Investigates any written complaint about the fulfilment of the EYFS requirements within 28 days and notifies Ofsted and ISI upon request.
- We provide Ofsted and ISI contact details in our Parent Handbook.
- We notify parents about inspection once we have been notified ourselves and supply the inspection report to parents of registered children.



In July before entry, each parent is supplied with a Reception Handbook and Parent's Handbook, as an introduction to their child's school day and routines, as well as the day to day running of the school. On enrolling with Ravenscourt Park School, each parent is sent information about the school's complaint procedure from the Managing Director.

A comprehensive mailing is sent out to prospective parents before the Autumn Term whereby we gather necessary information pertaining to their child, for example: who has parental responsibility, who has legal contact, any dietary requirements, medical issues, allergies etc. We also ask for emergency contact telephone numbers as well as persons to contact in an emergency should the parents not be contactable.

In the September of entry, a curriculum overview and a weekly timetable are given out to all parents during our Curriculum Evening.

A two-way flow of communication is encouraged between home and school, verbally, written (in the child's Reading Record Book) or direct to the teachers school email.

Please refer to the RPPS Complaints by Parents Policy for further information.

### **11. EYFS policy on the Administration of Medicine**

RPPS promote the good health of children, take necessary steps to prevent the spread of infection and take appropriate action when they are ill. There are two qualified nurses on site, who provide written records and keep records all of the prescribed medicines on site. They are responsible for administering medicines to children and parents are always informed.

RPPS requests written permission for each and every medicine from parents before any medication is given. RPPS ensures that we have sufficient information about the medical condition of any child with long-term medical needs and an individual Healthcare Plan is drawn up with the parents. Information is then shared with all staff and extra training given to staff as required, e.g. epipen training. Prescribed medicines are kept in the office. If a child has an epipen this is kept in the office in a clearly named plastic wallet (this is not in a locked area during school hours.)

All Early Years staff receive first aid training with there always being one person with a current certificate on the premises at all times when children are present and accompanying children on trips.

#### **Administration of Medicine in the Early Years**

Any member of staff giving medicines to a child should check:

- the child's name,
- prescribed dose
- expiry date
- written instructions provided by the prescriber on the label or container

If in doubt about any procedure, staff should not administer the medicines but check with the parents before taking further action. If staff have any other concerns related to the administration of medicine to a particular child, the issue should be discussed with the Head of Section.

#### **Emergency**

For all children with medical conditions, emergency medication is easily accessible in the school office or in



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sports first aid bag or class first aid bag for off-site activities/residential visits.  
Several members of staff will be trained in administering the emergency medication safely.

### General

All use of medication defined as a controlled drug is administered by a member of staff.

Ravenscourt Park Preparatory School recognizes that there is no legal or contractual duty on school staff to administer medicine or to supervise a pupil taking it. This is a purely voluntary role and is recognised as such by the DCSF. While teachers have a general legal duty of care to their children, this does not extend to a requirement to routinely administer medicines.

The school nurses, generally administer medication to children. Many other members of staff are happy to take on the voluntary role of administering medication. For medication where no specific training is necessary, any member of staff may administer prescribed and non-prescribed medication to the children, but only with the written consent of the pupil's parent.

For a child with medical needs, the Head of Lower School with the class teacher and the staff members administering the medicine and acting as witness will agree with the parents exactly what support can be provided. Where parents' expectations appear unreasonable, the Head of Lower School will seek advice from advisers and, if appropriate, London Preparatory Schools (LPS).

The administration of **all** medicine will be witnessed by a second adult.

A written record of the date and time of the administration will be made (Appendix)

If in doubt about any procedure, staff should not administer the medicines but check with the parents before taking further action.

### Refusal of Medicine

If a child refuses medication, it will be recorded and parents will be informed as soon as possible. If it is a child with long term medical needs the parents will be required to come to school to either administer the medicine or take the child home. If a refusal to take medicine results in an emergency, the school will contact the ambulance service and then the parents.

If a child misuses medication, either their own or another child's, their parents will be informed immediately. The child will subject to the school's disciplinary procedures.

### Prescription Medicines

Ravenscourt Park will administer medicines which are essential; that is where it would be detrimental to a child's health if the medicine were not administered during the school day. The school will accept medicines that have been prescribed by a doctor, dentist, nurse prescriber or pharmacist prescriber.

If the school feels that the frequency and dosage administered in school is excessive the Head of Section will consult the parents in the first instance and then Health Care Professionals (reference Medicines Standard of the National Service Framework (NSF) for Children)

### Controlled Drugs

The supply, possession and administration of some medicines are controlled by the Misuse of Drugs Act and its associated regulations. Some may be prescribed as medication for use by children, e.g. methylphenidate.

Any member of staff may administer a controlled drug to the child for whom it has been prescribed. Staff administering medicine should do so in accordance with the prescriber's instructions. It is permissible for the school to look after a controlled drug, where it is agreed that it will be administered to the child for whom it has been prescribed.



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Misuse of a controlled drug, such as passing it to another child for use, is an offence.

For further information on the administration of medicines in the EYFS, please refer to the RPPS Medical Conditions Policy.

### **Non Prescription Medicines**

These may include Calpol, Paracetamol, cough or throat lozenges or any herbal remedies. Travel sickness pills must be administered by the parents prior to the beginning of the trip. For all non prescription medicine parents are required to complete the permission form.

References to other policies:

- Please refer to the Safeguarding and Welfare policy for information about our use of cameras and mobile phones in the school
- Our Safeguarding Lead is Mr Michael Armitage and our Deputy is Mrs Fran Johnson
- Our EY team leader is Miss Rebecca Leviston (Head of Lower School) and the Deputy is Mr Simon Gould (Deputy Head of School). They are supported by Miss Emma Ives (EY Leader).
- Please refer to the Safeguarding a Welfare Policy for clarification on child protection and about Ofsted being notified within 14 days of any allegations of serious harm or abuse

This policy will be evaluated and reviewed by Reception staff and the EYFS Leader annually.

WRITTEN BY: Stephanie Bland  
DATE: Updated September 2016  
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