



TAUNTON  
SCHOOL  

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PRE-PREP

# Early Years Foundations Stage - Reception Handbook 2020/21









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# Our Aims

## Our EYFS Taunton School Reception Classes

In Reception we aim to:

- Create an environment in which children feel happy and secure. Where they are stimulated by a variety of opportunities to create, explore, imagine and investigate, with positive adult interaction, to find learning enjoyable, exciting and rewarding.
- Develop children's confidence and self-motivation and encourage children to be polite and considerate to others.
- Provide opportunities for all children to reach their full potential and experience a sense of achievement from an early age.
- Encourage children to interact in groups, share and take turns. To develop the children's sense of appropriate behaviour in a variety of situations. To help children become increasingly independent in selecting activities, dressing themselves and personal hygiene.
- Give children awareness of different cultures and to grow up with non-stereotypical images of people around them.
- Encourage children to be aware of and look after their environment and to understand the needs of living things.
- Work in partnership with parents in the education of their children.
- Nurture, Inspire and Challenge

## Our Aims at Taunton Pre-Preparatory School

At Taunton Preparatory School we aim to inspire every child to develop into a confident, well-educated, personable young adult who has enthusiasm for learning.

We aim to nurture individual talents and an enquiring mind. We place a strong emphasis on English, Maths and Science, whilst offering a broad and balanced curriculum. We also encourage children to show a special interest in their environment and to enjoy a wide variety of Sports and the Arts.

The school is a caring society, based on Christian values. Each child is made to feel important and all young Tauntonians are encouraged to develop a positive and cheerful approach to the daily challenges of life, enabling them to seize every opportunity and have fun!



# Values and Ethos

We strive to ensure all children within our care feel included, secure and valued. We know that young children develop rapidly during these early years physically, intellectually, emotionally and socially. For education to work successfully, it should be a partnership between school and home. We have an open door policy, which enables parents to share any concerns or important information with our staff.

In Reception we encourage:-

- Confidence
- Good manners
- Honesty
- Self-Esteem
- Independence
- Team Spirit

Our curriculum delivers a balance of taught, planned and self-initiated play. Holistic learning opportunities through the medium of indoor and outdoor activity. We have rich and stimulating resources and a well qualified team of specialists to support and extend your child's cognitive, creative, physical development and critical thinking.

We support your child's self-esteem and encourage them to be independent, confident and thoughtful learners.

# The Framework

## The Early Years Foundation Stage

In Reception we follow the Early Years Foundation Stage framework. This sets the standards for Learning, Development and Care for children from birth to five. The Every Child Matters outcomes are: Staying Safe, Being Healthy, Enjoying and Achieving, Making a positive contribution and Achieving Economic well-being are a key part of all that we do. The Early Years Foundation Stage (EYFS) framework is made up of three sections:

1. How the EYFS is implemented.
2. The Seven Areas of Learning and Development.
3. Welfare requirements

## How the EYFS is implemented within the Taunton Pre-Prep Dept.

The principles which guide the work of all early years practitioners are grouped into four themes:

1. A unique child
2. Positive relationships
3. Enabling environment and
4. Learning and development

These four guiding themes work together with the five Every Child Matters Outcomes to underpin effective practice in the delivery of the EYFS. Below we outline how we enable your child to fulfil their potential at Taunton School. We ensure there is a balance of child initiated learning and adult activities taking place. The children here have access to a wide variety of resources which enhances their play as well as extending their learning and development. These resources are available to the children in both the indoor and outdoor environments. We encourage the children to leave their wellies and waterproof trousers at school so that those children who prefer to play and learn outdoors may do so in all weathers.



### **A unique child:**

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

- **Child Development:** Babies and children develop in individual ways and at varying rates. Every area of development (physical, cognitive, linguistic, spiritual, social and emotional) is equally important.
- **Inclusive Practice:** The diversity of individuals and communities is valued and respected. No child or family is discriminated against.
- **Keeping Safe:** Young children are vulnerable. They develop resilience when their physical and psychological well-being is protected by adults.
- **Health and Well-being:** Children's health is an integral part of their emotional, mental, social, environmental and spiritual well-being and is supported by attention to these aspects.

### **Positive Relationships:**

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

- **Respecting each other:** Every interaction is based on caring, professional relationships and respectful acknowledgement of the feelings of children and their families.
- **Parents as partners:** 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.
- **Supporting learning:** Warm, trusting relationships with knowledgeable adults support children's learning more effectively than any amount of resources.

### **Enabling Environment**

The environment plays a key role in supporting and extending children's development and learning.

- **Observation, Assessment and Planning:** Babies and young children are individuals first, each with a unique profile of abilities. Schedules and routines should flow with the child's needs. All planning starts with observing children in order to understand and consider their current interests, development and learning.
- **Supporting Every Child:** The environment supports every child's learning through planned experiences and activities that are challenging but achievable.
- **The Learning Environment:** A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.
- **The Wider Context -** working in partnership with other settings, professionals, individuals and groups in the community supports children's development. As well as their progress towards the outcomes of Every Child Matters: being healthy, staying safe, enjoying and achieving and making a positive contribution.

### **Learning and Development**

The Learning and Development section of the EYFS identifies the developing knowledge, skills, understanding and attitudes that children will need if they are to achieve the early learning goals by the end of the EYFS. Children develop and learn in different ways and at different rates. All areas of Learning and Development are inter-connected. The seven areas of learning and development are:

1. Personal, social and emotional development
2. Physical development
3. Communication and language
4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive arts and design



## Personal, Social and Emotional Development

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

This may be the first time your child has spent time away from home. We help children to take their first steps toward independence in a warm and secure environment. Each child has their own peg, labelled with their name and a picture, on which to hang their belongings. The children are encouraged to practise fastening their coats and dressing and undressing for swimming.

The Reception staff take the children to the upstairs Dining Rooms. The children, supported by their class teacher and their teaching assistant, have the opportunity to select a balanced nutritional lunch. They are encouraged to use their knife and fork and to chat quietly to their friends and teachers. This provides the opportunity to enjoy the wider school environment, teach early road safety skills and links to their transition through the school utilising age appropriate facilities. We share our lunch with the children, promoting a positive attitude towards each other and appropriate table manners. We are committed to enabling the children to experience healthy options during snack and lunch time. The lunch time menu is extensive with many options catering for all needs.

Happy, healthy, caring and positive children develop into well educated young adults, prepared for many future successes in the 21st century.



## Physical Development

- Moving and Handling
- Safe care

Large scale wooden climbing and balancing equipment, as well as bats, balls, hoops and skipping ropes enable the children to develop their fine and gross motor skills through play. A large playground and woodland give children space to explore and enjoy interacting with others.

The Reception children also have access to a comprehensive selection of ride-on toys, carts, pushchairs and buggies, double chariots and double bikes.

The outside toys are another means of learning to share and take turns.

Our physical education programme is taught by specialist teachers. Within the school complex full use is made of the excellent indoor 25m training swimming pool, where much fun is experienced along with gaining water confidence and muscle control.



We encourage a warm, safe, friendly environment with many types of floats and water toys. The children enjoy swimming lessons all year round, where they develop stroke techniques.

The Physical Education programme includes exercise-rhymes and games, exercise to music, hand-held equipment plus soft-play gymnastic shapes, some larger apparatus and the parachute. The programme is designed to develop co-ordination and balance in young children but the key to its success is that the children have fun and enjoy themselves.

Working with clay, play dough, sand and water encourages the development of a child's gross motor skills as well as the use of large areas to paint, crayon and chalk. A variety of messy and malleable play is also available everyday within Reception. To support a child's fine motor development, the children take part in 'dough disco', which is a fun, lively session in which the children mould dough in time to music.

## Communication and Language

- Listening and attention
- Understanding
- Speaking

### Language for communication and thinking

Each day the children join together to say "Good Morning". During this time we read stories, sing songs and rhymes and talk about our weekend or daily experiences. This enables children to take turns in conversation, listen to others and build self-confidence.

Lunch and snack times are spent in small groups. This is a relaxed, social time for children and adults to talk together.

### Literacy

- Reading
- Writing

### Linking sounds and letters

Our curriculum includes specific activities, which prepare children for reading. These activities provide a strong foundation of concepts and skills, which are essential before any reading can take place. Activities include jigsaws, matching games such as lotto, recognising familiar words such as their own name, listening to and enjoying books and stories, learning rhymes and songs.

Children who have developed strong pre-reading skills progress much more confidently when they begin to read and therefore are much more likely to be successful and go on to enjoy lifelong enjoyment of books.

Reception use Read, Write Inc. a programme of phonic acquisition and early writing skills which is fun and successful. The speed sounds are introduced in September with associated handwriting skills for a short, engaging session each day. Each child will arrive in Reception at a different starting point and the teaching team will ensure the curriculum is suitably differentiated to meet all children's individual learning needs.

### Library Books

All Reception children have the opportunity to take home library books. We hope you enjoy sharing these books with your child and ask that you please return them in your child's book bag on the specified Library day. We feel that it is important to develop a positive approach to books and to teach children to value and care for them.





## Reading Scheme Books

When your child is ready, a reading scheme book and a word envelope will come home in a plastic wallet with a reading diary. Please read with your child every evening, note down and sign the reading diary and practise the words in the word envelope. All children really benefit from daily practise at this early stage, your consistent support in this will help your child to become a successful reader.

## How to help your child towards reading

- a) Read to your child. Children often like to hear a favourite story again and again. Talk about the story or pictures and ask your child what she/he thinks might happen next.
- b) Make storytime special. Find some time when you can sit quietly together without distractions.
- c) Let your child pretend to read stories and tell you his/her own stories. He/her may be able to pretend to read his/her favourite book by remembering the story. This is all good practice and shows him/her that reading is fun.
- d) Encourage your child to carry out simple instructions eg: please go upstairs and get some clean socks from the sock drawer.
- e) Say nursery rhymes and sing songs together.
- f) Make up stories with his/her favourite toys or finger puppets.
- g) Play with jigsaws and lotto or similar matching games.
- h) Go to the library and choose books. Your child will enjoy looking at books even if they are not ready to read yet.
- i) Draw your child's attention to writing all around him/her to demonstrate the need to read in everyday life.

These activities are designed to help your child develop the skills she/he will need for reading. Above all they should always be conducted in a positive and enjoyable way.

## Writing

Reception children are encouraged to make their first steps in writing in a variety of ways. A wide selection of mark making implements are always available eg: pencils, wax crayons, felt pens, chalks. Children are shown how to hold these correctly to ensure good hand control. They benefit from both free painting as well as structured activities which all improve hand-eye co-ordination in preparation for writing. Different sized and shaped paper is offered to inspire children to write.

During their time in Reception the children will be developing early handwriting skills through practice in pencil control and pattern work. Good habits established at this stage will enable the children to write legibly later in the Pre Prep and then Preparatory School. The children will learn the cursive font using the Think Write handwriting scheme and will have their own books to practise in.

It is important that children are taught the correct way to hold their pencils to maximise pencil control. Bad habits are particularly difficult to rectify in this respect. The correct method involves the index finger on top of the pencil, the thumb to one side and the middle finger below the pencil (pincer). In school, your children will make use of pencil grips or thick, triangular pencils to develop this skill.

## Problem Solving, Reasoning and Numeracy (Mathematics)

- Numbers
- Shape, Space and Measure

### How you can help your child with early mathematics at home:

- a) Count everyday objects around you. The emphasis should be on counting accurately with a small number of objects eg: up to five to begin with. Make these counting games fun and choose a time when your child wants to play.
- b) Sort objects into groups eg: put all the red Lego in this box and all the yellow Lego in that box.



- c) Make sequential patterns with everyday objects eg: smarties: one red, one yellow, one red, one yellow and so on.
- d) Sing number songs eg: Five currant buns in a baker's shop.

## Understanding the World

- People and Communities
- The World
- Technology

This area of learning encompasses geography, history, science, design and technology and information technology. We aim to stimulate the children's curiosity about their surroundings and give them practical experiences to increase their understanding.

Within the termly topics the children have the opportunity to learn about their personal and wider environment. The children are regularly taken on walks within the school grounds to explore the different seasons. Meanwhile, Forest School takes place every Friday. Outings are planned termly to support this area of the curriculum and you can check your calendar for upcoming dates.

This provides rich opportunities to discuss nature and growth enabling collections of relevant natural resources. Daily observations of the change in the weather are made. Children will have early scientific experiences through practical activities such as playing with sand and water, using equipment such as magnifying glasses, pooters and weighing scales. To enable your child to enjoy the outdoors all year round, we would ask you to bring wellies and waterproof trousers to school each day.

As preparation for the Design Technology National Curriculum the children begin to learn basic skills such as cutting, folding, joining and building.

The children in Reception will have access to computers and iPads in the classrooms. Interesting educational software will help children develop basic keyboard and mouse skills whilst reinforcing the curriculum. iPads are used to reinforce learning both inside and outside the classroom.

## Expressive Arts and Design

- Exploring and using media and materials
- Being imaginative

Throughout these early years of education children will learn to express themselves through experimenting with a variety of materials and techniques such as painting, printing, model making, drawing and sticking.

We encourage all children to explore and investigate sounds as well as taking part in and enjoying music making through a variety of mediums including actions, movement, songs, exploring emotions, listening, performing and improvisation. We believe that all children grow through music and that there is potential for music everywhere and music and singing lessons take place weekly.

Imaginative play takes place daily in school through a variety of play situations, but particularly in the home corner which changes each half-term. This type of play stimulates a young child's imagination and gives them the opportunity to communicate their feelings.

Within each area of learning there are age appropriate guidelines to inform effective practice, which lead to the early learning goals. Assessment for learning is an on-going process which helps the staff plan the activities for each child based upon their professional observations. Staff will discuss your child's progress with you at parent/teacher meetings throughout the year.



## Implementation of the EYFS at Taunton Pre-Prep

### Meeting the diverse needs of children

Meeting the individual needs of all children lies at the heart of the EYFS and is what we strive to provide for your children every day at Taunton School.

### Partnership working

We recognise our key role in working with our parents to support their young children. This may involve working with other health professionals according to the individual needs of each child.

### Flexible Provision

Some children attending Reception will use the early morning and late club provision whilst some will go home at 3.30pm. We provide families with the flexibility to decide on the length of their child's day to fit in with their personal circumstances. We ask that you let staff know of any changes to the normal routine on a daily basis and that if children choose to join a club that they attend each week.

### Play

Play underpins the delivery of all the EYFS. Our children have the opportunity to play indoors and outdoors and we have a variety of spaces to promote all areas of learning. Adjacent to each classroom is their individual outdoor space which is available as a free-flow environment for children who enjoy being outside using the sand, water and messy play trays.

Most children play spontaneously, although some may need adult support, and it is through play that they develop intellectually, creatively, physically, socially and emotionally. In playing, children behave in different ways. We support our children by scaffolding their play to meet their individual needs ensuring they learn with enjoyment and challenges. Sometimes their play may be responsive or boisterous, sometimes they may describe and discuss what they are doing, and sometimes they will be quiet and reflective.



### Quality Improvement

We constantly strive to create, maintain and improve our setting for the benefit of your child, so that it meets the highest standards and offers the best experience possible.





### **Transition**

A high quality early years experience provides a firm foundation on which to build future academic, social and emotional success. Key to this is ensuring continuity. Within Taunton School and Taunton Pre-Prep there are key transition areas, each with its own individual, tailored programme to ensure each child's transition experiences are positive.

Children moving into Reception from Nursery will have transition visits, including play sessions and story times. For children coming to the end of their Reception year transition activities take place throughout the summer term. (Full details of all school transition activities are available from Mrs Leah).

### **Play and Exploration**

Children's play reflects their wide ranging and varied interests and preoccupations. Children learn at their highest level during play and playing with peers is equally important for their development.

### **Active Learning**

Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.

### **Creativity and Critical thinking**

When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.

## **Our Curriculum**

We use a creative curriculum based on a two year rolling programme of themes one for each half-term.

Each theme offers links across the curriculum to incorporate all areas of learning and themes are available through structured play as well as structured teaching input. Our daily teaching time offers your child the opportunity to take part in specially planned curriculum activities linked to the termly topic themes while developing numeracy and literacy skills.

The children are encouraged to bring in items for show and tell, and have the option of coming to the front of the class to show their item to their friends. Their friends may then ask them questions about it, and they may share information regarding their item. These activities promote speaking and listening skills, which are vitally important.

For more information about the Early Years Foundation Stage please follow the link below:

[www.gov.uk/government/publications/early-years-foundation-stage-framework-2](http://www.gov.uk/government/publications/early-years-foundation-stage-framework-2)



# Welfare Requirements

## Specialist Teaching Staff

Mrs Hornsby and Mr Baker teach our music lessons and Mrs Ashmore teaches Modern Foreign Languages from Nursery onwards, introducing Spanish and German in Year 1. PE is taught by the Sports Department and Swimming is taught by Taunton Swim School coaches.

## Key People

In Reception the role of the Key Person is taken by the class teacher, strongly supported by their classroom learning support assistant.

## Staffing

All staff attend regular training days and workshops to keep updated.

## The Staff

Head of Pre-Prep and Nursery

Mrs Louise Leah  
TPPSHead@tauntonschool.co.uk  
01823 703300

Nursery and Pre-Prep Admissions

Mrs Sarah Launchbury  
TPPSAdmissions@tauntonschool.co.uk  
01823 703339

Nursery and Pre-Prep Administrator

Miss Ellie Skeen  
Eleanor.Skeen@tauntonschool.co.uk  
01823 703302

## Reception Staff

Mrs Kirsty Jenner (Class RJ)

Mrs Chantelle Wallace (Class RW)

Ms A O'Dell (Learning Support Assistant)

Ms J Chivers (Learning Support Assistant)

## Behaviour Management

In Reception we reinforce positive behaviour through the use of praise and stickers.

The children's good effort, work and behaviour are celebrated each week at our Pre-Prep Celebration Assembly and within class on the 'Wow Wonder Wall'.



## Reporting to Parents

During the academic year parents have the opportunity to meet with the child's teacher for formal parent consultation evenings. At the end of the year a written report covers all areas of learning. Informal feedback is always available at the beginning and end of each day.

## Keeping In Touch

Taunton School has fostered a policy where parents are most welcome to discuss children's progress on a regular basis. This can be at Parents' Evenings or by appointment after school in the privacy of the Pre-Prep study.

Mrs Louise Leah, Head of Pre-Prep and Nursery: 01823 703300

Mrs Sarah Launchbury, Nursery and Pre-Prep Admissions: 01823 703339

## Partnership

We have an open door policy within the Pre-Prep and encourage parents to come to us with any worries or concerns. A two-way dialogue between staff and parents will always ensure your child receives the best available care.

Regular updates on your child's learning journey are available on Class Dojo. This enables parents and other family members to keep up-to-date with their child's learning. Class Dojo will be explained, in full, at the first parent meeting in September, where parents will be provided with a unique, secure password.

## Staying Healthy

We take our responsibility in this area very seriously and many of the snacks available are fruit and vegetable based. We offer only milk or water and encourage all children to take regular drinks throughout the day. The school chef prepares a balanced diet for lunch each week and our menu is available on the notice board.

We eat with your child every day and use these opportunities to promote good table manners and the correct use of their cutlery. The individual dietary requirements of each child are taken into consideration.

## Medicines, Infectious Diseases, Injuries

Medicines - should your child need to have medicine administered during their school day, please take the medicine to the school health centre. Essential medicines for a child must be clearly labelled with the child's name, and accompanied by written instructions, giving details of dosage and the time the medicine should be taken. Please inform staff when the medicine needs to be administered and we will ensure the child is taken over to the medical centre.

The only medicines administered by staff are Piriton for allergies, epipens for anaphylactic shock and inhalers for asthma. All other medicines must be taken to the medical centre. Should your child need Piriton or inhalers to be administered during a school day, the parent is required to write clear instructions, giving details of dosage and the time the medicine should be taken. Staff will administer the dose with a witness both of whom will sign to say they have followed the dosage instructions.

Children who are unwell with an infectious disease should not be at school. Once they are better they should return unless they pose a risk of infection to others.

They should not return to school until the risk has passed. Common infectious diseases encountered may include:

Chickenpox	Exclusion period, five days from onset of rash.
Impetigo	Exclusion period, until lesions are crusted or healed.
Diarrhoea and/or vomiting	Exclusion period, until either and or both has settled, neither for the previous 48 hours.





Mumps	Exclusion period, five days from the onset of swollen glands.
German measles	Exclusion period, five days from the onset of the rash.
Parvovirus	Slap Cheek: please inform due to risk to women in early pregnancy.

The above is taken from the Department of Health Guidelines on Infectious Diseases in School and Nurseries.

**If any changes occur to your personal or emergency contact details please let us know immediately.**

A serious illness developing during the day or a more serious accident occurring would result in a member of staff telephoning you immediately to inform you of the circumstances. In the meantime, your child will be attended to by one of the staff. If need be, your child may be taken to the school health centre or we may call for the assistance of the Nurses.

**Injuries which have not occurred at school**

Please notify us of any injuries to your child which have occurred out of school. This is a requirement of the school's safeguarding and child protection guidelines.

The School Health Centre is open from 8.00am to 8.00pm during term-time. The qualified medical staff, in addition to dealing with routine health matters, also fulfil an important counselling role. They are there to offer confidential support and advice to all pupils.

**Confidentiality**

All medical information will be held in confidence by the medical staff and will not be divulged without the permission of the pupil and parents.

**Contact Details**

If parents have any concerns, Dr Tim Howes or Dr Hilda Gormley may be contacted at French Weir Health Centre, or by leaving a message at the school. Contact details are:

Health Centre	Taunton School
	Taunton
	TA2 6AD
	Tel: 01823 703161

**Settling In New Children**

We encourage parents to get into the routine of being cheery, positive and drop off quickly to help their child settle and feel comfortable. A hug, kiss and a wave from the window are a super way to part in the morning. There are lots of exciting activities awaiting your children, who really want to get on and play! We also recognise that working parents may need to drop and quickly go.

However, for whatever reason some children do take longer to settle and if this is the case we will put together an individual plan, designed to target the specific needs of the child involved. In our experience once these needs have been identified and met, the children soon settle and enjoy happy times. Consequently, you as parents feel happier and your child will notice this and will feel happier as a result.

The best approach is two-way communication. We will work with you closely and honestly to make the whole process



and positive and successful, making sure that any settling in strategies are not being discussed in front of the child. We also ring you to reassure all is well and vice versa if a session is proving too long initially. We are entirely flexible as the needs of the children in our care and their families is paramount and matters a great deal to us.

### **Morning and Afternoon/Evening collection**

Each morning we ask that you sign the signing-in book each morning, noting the time you are dropping your child with us along with the expected collection time and who will be collecting them. This is also the perfect opportunity to pass on any relevant messages.

If you need to phone Reception during the day to change collection times the phone numbers are listed at the bottom of page 14 of this booklet. At the end of the day, we ask you to sign the book.

Any magic moments, accidents, incidents or items of note will be communicated to parents/carers personally by staff at the end of each day. Attached is the school policy regarding children who are not collected at the appointed time. The school procedure to be followed in the unlikely event of a child going missing may be accessed via the school website.

### **Before and After-School Supervision**

Our sessions have been designed to be as supportive as possible for families where both parents are employed. Before and After-school care is available on a daily basis whilst early drop off is also available from 7.30am (this needs to be arranged beforehand).

Children joining the late session need to be collected by 5:45pm and we request that you clearly state your collection time and the person who will be collecting on the signing in sheets.

### **Housekeeping**

- Please name your child's entire uniform.
- Sun safety is the responsibility of parents, therefore please apply long-lasting, waterproof, high-factor sun cream during summer sunshine before your child comes to school. Due to the possibility of children suffering allergic reactions, sun creams will not be reapplied by staff during the day. This policy is adopted on the advice of Somerset County Education Service.

Please ensure your child also brings an appropriate sun hat to school every day during the summer which are available from the School Shop.

- Please supply named hat, scarf and gloves for those cold winter days. One blue glove is identical to another and the glove monster appears to consume more each year, therefore please name each glove too!
- Book bags: We will check your child's book bag each day, please do the same at home.
- Noticeboards and Whiteboards: Please check each day for news and information.
- Mufti-day means non-uniform day.
- Borrowed clothes: We have a supply and ask that parents would kindly launder and return the items to Reception as soon as possible.

### **Complaints Procedure**

If you have any queries or concerns please do not hesitate to contact your class teacher in the first instance. If the issue remains unresolved then Mrs Louise Leah, Head of Pre-Prep will aim to be available. There is an OFSTED poster in each of our cloakrooms with their telephone number and copies of a leaflet explaining the complaints procedure for parents are available from the school office. We are registered with OFSTED, however, we are inspected by the Independent Schools Inspectorate (0845 60147710).



# APPENDIX

## General Information

At the start of each term you will be given a termly calendar plus a list of key dates and events including INSET training days. All pupils should arrive at School by 8:20am. If your child is unable to attend for any reason, please inform a member of the staff or telephone 01823 703339.

## Insurance

Parents are advised that the School cannot be held responsible for the loss of valuables while on the school premises. The School is able to offer parents Personal Effects Insurance through the School's insurers, Marsh Insurance Brokers, and details of this and Personal Accident Insurance will be sent out to new pupils with the school account in due course. For further information, please contact the Finance Office, on 01823 703140.

## Hair

Boys' hair should not cover the ears or the collar. Girls with long hair should wear it tied back with plain navy hair-bands/ribbons. Rings and necklaces may not be worn in school.

## Uniform

Uniform Booklets are available separately. All items carrying the School's logo must be obtained from the Taunton School Shop. Most of the other items can also be purchased from the shop. The term-time opening hours are:

Mondays	8.00am to 12.00pm and 12.30pm to 5.30pm
Wednesday	12.30pm to 5.30pm
Friday	12.30pm to 5.30pm
Saturday	8.30am to 12.30pm (1st Saturday of the month)

All clothing and equipment should be clearly marked, with surname and full initials, in 1cm large letters on a white background with blue lettering on the front of all clothing. Clothing name tapes may be ordered in the Shop. The Shop is always open prior to the start of term for appointments. To make an appointment, please telephone the Shop on 01823 703165 or, if the Shop is closed, the School Receptionist on 01823 703703. Payment can be made by cash, credit card or cheque (with supporting bank card).

## The Children's Act

The Children's Act came into force in October 1991. Its purpose is to protect the welfare of children. Various pastoral obligations are laid upon schools, which will, from time to time, be inspected by their local Social Services Department. In most major respects the Act consolidates into law what was already our practice regarding the supportive care offered to all pupils and the welfare of the boarders in particular. We have already had positive and reassuring contact with the Somerset Social Services Department.

Inspection will be concerned in general terms with the principles on which school life is based and with such specific issues as the procedures whereby pupils may raise matters of concern to them and the healthiness in all senses of the boarding environment.





The following statements represent the School's policy and give guidance for pupils:

- The School community will from time to time include pupils from a variety of backgrounds and cultures, of races and religions, and the School respects and welcomes this diversity. Equal opportunities are available to all girls and boys.
- In order to preserve the maximum freedom for everybody in the community, it is vital that you should at all times show sensitivity and consideration to others. School rules are intended to contribute to that end.
- All members of Staff (academic or in the House, the Chaplain, the School Doctors and the School Hospital Staff) are available to you for counsel and advice. You should approach whichever adult you feel you can talk to.
- It is the School's duty to publish the telephone number of the local Social Services Department (01823 255170). If you feel there is no-one in the School you can turn to in a situation of extreme seriousness, you have the legal right to contact this number.
- It is the School's duty to publish the number of Ofsted (0845 601 4771). You may access the School complaints procedure in your Terms & Conditions document.

The Children's Act was updated in 2006 'Every child matters'. To view our policy please contact the Head of Pre-Prep.







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**Nursery and Pre-Prep Admissions**

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