



**Eikoku Maeda Gakuen
Finchley and Acton Yochien School**

Policies and Procedures

Table of Content

Table of Content.....	2
Introduction.....	5
Children's rights and entitlements statement	6
1. Policies and procedures implementation and review policy	8
1.1 Implementation and review procedure.....	9
2. Health and safety policy.....	11
2.1 Risk assessment.....	13
2.2 Group rooms, stairways and corridors	15
2.3 Kitchen	16
2.4 Children's bathrooms/changing areas	17
2.5 Short trips, outings and excursions	19
2.6 Outdoors.....	22
2.7 Staff rooms	24
2.8 Maintenance and repairs	25
2.9 Laundry area	26
2.10 Staff personal safety.....	27
2.11 Entrances and approach to the building	29
2.12 Control of Substances Hazardous to Health (COSHH)	30
2.13 Manual handling	31
2.14 Festival (and other) decorations	32
2.15 Jewellery and hair accessories	33
2.16 Animals and pets.....	34
2.17 Face painting and mehndi	36
2.18 Notifiable incident, non- child protection	37
2.19 Terrorist threat/attack and lock-down	40
3 Fire safety policy.....	42
3.1 Fire safety.....	43
3.2 a) Evacuation Procedure for Finchley Yochien	46
3.2 b) Evacuation Procedure for Acton Yochien	47
4 Food safety and nutrition policy	48
4.1 Food preparation, storage and purchase.....	50
4.2 Food for play and cooking activities.....	54
4.3 Meeting dietary requirements	56
5. First Aid policy	58
5.1 Accidents and emergency treatment	59

5.2 Administration of medicine	61
5.3 Life-saving medication and invasive treatments.....	65
5.4 Allergies and food intolerance	67
5.5 Poorly children.....	69
5.6 Oral health.....	71
6. Behaviour policy	72
6.1 Promoting inclusion, equality and valuing diversity	75
6.2 Promoting Positive Behaviour and Self-Regulation through Co-Regulation	80
7. Safeguarding children, young people and vulnerable adults policy	85
7.1 Responding to safeguarding or child protection concerns	90
7.2 Allegations against staff, volunteers or agency staff	98
7.3 Visitor or intruder on the premises	102
7.4 Uncollected child	103
7.5 Missing child.....	104
7.6 Incapacitated parent/carer	105
7.7 Death of a child on-site	106
7.8 Looked after children	107
7.9 Anti-Bullying and Anti-Discrimination procedures	108
7.10 E-safety (including all electronic devices with internet capacity)	112
7.11 Key person supervision.....	116
8. Record keeping policy	118
8.1 Children's records and data protection	120
8.2 Confidentiality, recording and sharing information.....	123
8.3 Client access to records.....	129
8.4 Transfer of records	131
9 Staff, volunteers and students policy	135
9.1 Employment procedure	136
9.2 Staff deployment	139
9.3 Lone Working procedure	141
9.4 Student placement	145
9.5 Staff Discipline, Conduct and Grievance procedure.....	147
10 Childcare practice policy	150
10.1 Waiting list and admissions	152
10.2 Attendance	155
10.3 Settling In and Transitions	158
10.4 Establishing children's starting points	162
10.5 Arrivals and departures	163
10.6-Intimate care and nappy changing	166

10.7 Sleep and rest time	169
10.8 Identification, assessment and support for children with SEND	170
10.9 Progress check at age two	179
11 Working in partnership with parents and other agencies policy	181
11.1 Working in partnership with parents/carers and other agencies	183
12 Complaints Policy	186
12.1 Complaints procedure	187
12.2 Managing Serial and Unreasonable Complaints	190
13. Relationship Education Policy	193
13.1 Curriculum content and delivery	195
14. Curriculum policy	201
14.1 Curriculum content and objectives	202

Introduction

The following Policies and Procedures apply to Eikoku Maeda Gakuen, term-time weekday School only (Zennichi).

Eikoku Maeda Gakuen Finchley and Acton Yochien School is committed to fostering a supportive and inclusive environment where each child can achieve their full potential.

This document outlines our key policies and procedures that guide the operations and school values of Eikoku Maeda Gakuen Finchley and Acton Yochien School.

These policies have been developed in line with current statutory guidance such as the Independent School Standard, Statutory Framework for the Early Years Foundation Stage and Keeping Children Safe in Education.

Our staff, volunteers and trainees understand and know how to implement the policies and procedures. These policies and procedures are made accessible to parents/carers, so that everyone knows what actions they need to take in practice to achieve them.

Each of the policies and procedures can be found in this booklet.

School Values

1. Resilience (環境に適応・順応できる子ども)
2. Healthy and Thriving (健康で生き生きとした子ども)
3. Positive and Intuitive (明るく感性豊かな子ども)
4. Kind and Compassionate (やさしく思いやりのある子ども)

Adopting, implementing and reviewing policies

- Copies of the policies and procedures to be adopted are made available to all parents/carers and staff; giving everyone the opportunity to discuss and fully understand each policy and procedure.
- Our employees and volunteers appreciate that the policies contain the rules required for running the school in a way which complies with the requirements of the EYFS and Ofsted registration and that they must be adhered to.
- All staff and volunteers are made aware of the content of the policies and procedures, and their role and responsibility in implementing them.

- Each policy and procedure is continually monitored by collecting evidence about the results of their implementation. The evidence is used to make any necessary changes to the policies and procedures and/or the way they are implemented.
- The proprietor and the headteacher have the delegated responsibility to make sure that relevant procedures are known by all members of staff and are adhered to, bringing any cause for concern to their attention.

If any adaptations are needed to any policy or procedure, we ensure that it still meets the requirements of the relevant regulations.

Children's rights and entitlements statement

This statement underpins the policies and procedures—in particular, to Safeguarding Children, Young People and Vulnerable Adults procedures. It is important that all staff uphold and work with the principles and ethos within this statement.

At Eikoku Maeda Gakuen 'three key commitments' are broad statements against which policies and procedures across the school are drawn to provide a consistent and coherent strategy for safeguarding children, young people and vulnerable adults in all services provided.

1. Eikoku Maeda Gakuen is committed to building a 'culture of safety' in which children are protected from abuse and harm
2. Eikoku Maeda Gakuen is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you are worried a child is being abused' (HMG 2015)
3. Eikoku Maeda Gakuen is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to

To be strong means to be

- secure in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on
- safe and valued as individuals in their families and in relationships beyond the family, such as school

- self-assured and form a positive sense of themselves – including all aspects of their identity and heritage
- included equally and belong in school and in community life
- confident in abilities and proud of their achievements
- progressing optimally in all aspects of their development and learning
- to be part of a peer group in which to learn to negotiate, develop social skills and identity as global citizen, respecting the rights of others in a diverse world
- to participate and be able to represent themselves in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

To be resilient means to

- be sure of their self worth and dignity
- be able to be assertive and state their needs effectively
- be able to overcome difficulties and problems
- be positive in their outlook on life
- be able to cope with challenge and change
- have a sense of justice towards self and others
- to develop a sense of responsibility towards self and others
- to be able to represent themselves and others in key decision making processes

To be listened to means

- adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas
- adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated
- adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate
- adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services.

1. Policies and procedures implementation and review policy

Alongside associated procedures in 1.1, this policy was adopted by Maeda Gakuen Finchley and Acton Yochien School on 1st September 2025.

Aim

We have one set of policies and procedures which are consistent across our schools and in line with the current Independent School Standards and EYFS requirements.

Objectives

We adhere to and implement operational policies and procedures by:

- ensuring that all members of staff are aware of their role and responsibility in policy and procedure implementation
- ensuring that members of staff are aware of the content of the policies and procedures through:
 - induction
 - line management and staff meetings and training events
 - contributing feedback to procedure review
 - use of relevant publications
- Staff are aware of their duty to adhere to the operational policies and procedures and how they contribute to a consistent approach throughout the school.

Legal references:

Childcare Act (2006)

Education Act (2011)

Children Act (1989 & 2004)

Keeping Children Safe in Education (2025)

1.1 Implementation and review procedure

We have one set of policies and procedures which are consistent across our school and in line with the current Independent School Standards and EYFS requirements.

- Policies and procedures are written and reviewed annually.
- Changes are only made to the policies and procedures by the proprietor and the Education Coordinator of the leadership and management team.
- Policies and procedures are risk assessed and reviewed following any incident that is reportable under RIDDOR.
- Disciplinary action may be taken where individuals have disregarded policies and procedures.

Familiarisation and implementation

- It is the responsibility of every member of staff, volunteer and trainee within the school to adhere to and always implement the policies and procedures.
- The school Education Coordinator offers advice and support to staff regarding procedure implementation.
- An overview of policies and procedures is included in induction for individual members of staff, with specific emphasis given to safeguarding procedures.
- Members of staff must sign to say that they are aware of and will adhere to the current policies and procedures.
- Members of staff understand that they must refer to the procedures as they support all aspects of their work within the school.
- Staff meetings and in-house training events are used as opportunities to focus on procedures as required, and to discuss their implementation.
- Where there is an outbreak of a communicable disease or infection, the relevant procedure is photocopied and displayed for parents' reference during the outbreak.
- Other procedures may be displayed where a situation arises, for example to highlight health and safety concerns such as closing the gate.
- Following implementation of a procedure, such as emergency evacuation or other health and safety procedures, the school Education Coordinator will conduct a review as follows:
 - Did all members of staff follow the procedure?
 - Is further training required on any aspect of implementation?

- Did the procedure fit the circumstance; does it need adapting or changing?

Parents/Carers

- Parents/carers know how to access a full set of policies and procedures.
- Parent/carers suggestions are used as opportunities to review and discuss the implementation of the policies and procedures.

2. Health and safety policy

Alongside associated procedures in 2.1 to 2.19, this policy was adopted by Eikoku Maeda Gakuen Finchley and Acton Yochien School on 1st September 2025.

Designated Health and Safety Officer is:

Mitsuhiro Maeda – Finchley Yochien School

Taichi Maeda – Acton Yochien School

Aim

Our schools are a suitable, clean and safe place for children to be cared for, where they can grow and learn. We meet all statutory requirements for health and safety and fulfil the criteria for meeting Independent School Standards and Statutory Framework for the EYFS; Safeguarding and Welfare requirements.

Objectives

- We recognise that we have a corporate responsibility and duty of care towards those who work in and receive a service from our school. Individual staff and service users also have responsibility for ensuring their own safety as well as that of others. Adherence to policies and procedures and risk assessment is the key means through which this is achieved.
- Insurance is in place (including public liability) and an up-to-date certificate is always displayed.
- Risk assessment is carried out to ensure the safety of children, staff, parents/carers, and visitors. Legislation requires all those individuals in the given workplace to be responsible for the health and safety of premises, equipment and working practices.
- Smoking is not allowed on the premises, both indoors and outdoors. Staff do not smoke in their work clothes and are requested not to smoke within at least one hour of working with children. The use of electronic cigarettes is not allowed on the premises.
- Staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If staff are taking medication that they believe may impair them, they seek further medical advice and only work directly with children if that advice is that the medication is unlikely to impair their ability to look after children. The school Education Coordinator must be informed.

- Alcohol must not be brought onto the premises for consumption except for staff accommodation.
- A risk assessment and access audit are carried out for each area and the procedure is modified according to needs identified for the specific environment.
- Risk assessments are monitored and reviewed by those responsible for health and safety.
- We follow the Climate Action Plan to ensure energy-efficient building use, sustainable transport options, and waste reduction practices.

Legal references:

Health and Safety at Work etc Act 1974

Health and Safety (Consultation with Employees) Regulations 1996

Management of Health and Safety at Work Regulations (1999)

The Workplace (Health, Safety and Welfare) Regulations 1992

Education (Independent School Standards) Regulations 2014

Regulatory Reform (Fire Safety) Order 2005

Electricity at Work Regulations (1989)

Regulation (EC) No 852/2004

Manual Handling Operations Regulations (1992) (Amended 2002)

Medicines Act (1968)

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) (Amendment) Regulations 2013

Control of Substances Hazardous to Health (COSHH) Regulations 2002

Health and Safety (First Aid) Regulations 1981

Childcare Act 2006

Further guidance:

Health and Safety Executive www.hse.gov.uk/risk

Food Standards Agency www.food.gov.uk

Ministry of Housing, Communities & Local Government www.communities.gov.uk

2.1 Risk assessment

Risk assessments are carried out to ensure the safety of children, staff, parents/carers and visitors. Legislation requires all individuals in the workplace to be responsible for the health and safety of premises, equipment and working practices. We have a 'corporate responsibility' towards a 'duty of care' for those who work in and receive a service from our provision. Individuals also have responsibility for ensuring their own and others safety.

- Generic risk assessment is completed for each area of work, and the areas of the building that are identified in these procedures
- Access audit is completed to ensure inclusion and the health and safety of all visitors, staff, and children. The relevant procedure is modified if required to match the assessment.

Risk assessment means: Identifying aspects of your workplace and activities that could cause harm, either to yourself or to others, and deciding what needs to be done to prevent that harm, making sure this is adhered to and is updated when necessary.

The law does not require that all risk be eliminated, but that 'reasonable precaution' is taken. This is particularly important when balancing the need for children to be able to take appropriate risks through physically challenging play. Children need the opportunity to work out what is not safe and what they should do when faced with a risk.

Daily safety sweeps and checks indoors and outdoors are conducted when school is up for the day, closing time in the evening, or in the morning, prior to children arriving.

Sometimes a safety sweep will identify a risk that requires a formal risk assessment on form. For example, if a window latch is becoming stiff and a practitioner has to stand on a chair in order to reach it to ensure it has closed properly.

Health and safety risk assessments

Health and safety risk assessments inform procedures. Staff and parents/carers will be involved in reviewing risk assessments and procedures, as they are the ones with first-hand knowledge as to whether the control measures are effective and they can give an informed view to help update procedures accordingly.

The health and safety officer undertakes training and ensures staff have adequate training in health and safety matters. The health and safety officer also ensures that checks/work to premises are carried out and records are kept.

- Gas safety by a Gas Safe registered gas/heating engineer.

- Electricity safety by a qualified electrician.
- Fire precautions to check that all fire-fighting equipment and alarms are in working order.
- Heating systems are cleaned and checked.
- Deep cleaning is carried out in the kitchen.

The headteacher ensures that staff members carry out risk assessments that include relevant aspects of fire safety, food safety, in each of the following areas of the premises:

- Entrance and exits.
- Outdoor areas.
- Passageways, stairways and connecting areas.
- Group rooms.
- Sleep areas.
- Kitchen.
- Staff room.
- Rooms used by others or for other purposes.

The headteacher ensures staff members carry out risk assessment for off-site activities, such as children's outings (including use of public transport), including:

- Places of interest to be visited
- Or dedicated sites for school trips

The headteacher ensures staff members carry out risk assessment and daily safety checks for work practice including:

- nappy changing, and the intimate care of young children and older children
- arrivals and departures
- preparation of milk and other food/drink for children
- children with allergies and special dietary needs or preferences
- serving food in group rooms
- cooking activities with children
- supervising outdoor play and indoor/outdoor climbing equipment
- settling young children to sleep
- visitors to the school who are bringing equipment or animals as part of children's learning experiences, for example 'fire engines'
- following any incidents involving threats against staff or volunteers
- following any accident or incident involving staff or children

The proprietor liaises with Crime Prevention Officers as appropriate to ensure security arrangements for premises and personnel are appropriate.

2.2 Group rooms, stairways and corridors

- Significant changes such as structural alterations or extensions are reported to Ofsted. A risk assessment is done to ensure the security of the building during building work.
- Door handles are placed high or alternative safety measures are in place.
- Chairs are stacked safely and not too high.
- All radiators hotter than 43 °C are guarded.
- Windows are opened regularly to ensure flow of air.
- Floors are properly dried after mopping up spills.
- Staff, children and visitors remove or cover outdoor shoes before entering classrooms.
- Children do not have unsupervised access to stairways and corridors.
- Stair gates are in place at the top of the stairs where necessary according to the age of children.
- Floor covering on stairways and corridors is checked for signs of wear and tear.
- There are child height stair rails as well as adult height in place.
- Children are led walking upstairs one at a time and hold the rail.
- Staff hold the hand of toddlers and children who require assistance.
- Materials and equipment are not generally stored in corridors, but where this is the case, it does not block clear access or way out.
- Walkways and stairs are uncluttered and adequately lit.
- Stairways and corridors are checked to ensure that safety and security is maintained, especially in areas that are not often used, or where there is access to outdoors
- Socket safety inserts are not used as there is no safety reason to do so, modern plug sockets are designed to remove risk of electrocution if something is poked into them.
- The use of blinds with cords is avoided. Any blinds fitted with cords are always secured by cleats. There are no dangling cords.
- Running in corridors must be discouraged to reduce the risk of falls or collisions.
- Pupils should not carry heavy or awkward loads on stairs without assistance.
- Emergency signage and directional exit markings should be clearly visible and kept in good condition.

2.3 Kitchen

General safety

- Doors to the kitchen are always kept closed.
- There is no gas or other open heating devices besides a microwave.
- Children do not have unsupervised access to the kitchen.
- We do not prepare meals on the premises, only for educational purposes with a hot plate and children are supervised.
- Wet spills are mopped immediately.
- A clearly marked and appropriately stocked First Aid box is kept near the kitchen.

Cleanliness and hygiene

Staff follow the recommended cleaning schedules in Safer Food Better Business (SFBB) by Food Standard Agency.

- Floors are washed down at least daily.
- All work surfaces are washed regularly with antibacterial agents.
- Inside of the cupboards are cleaned monthly.
- Cupboard doors and handles are cleaned regularly.
- Fridge and freezer doors are wiped down regularly
- Kitchen is used to store milk in the fridge, and the fridge is regularly cleaned.
- Any cleaning cloths used for surfaces are washed and replaced daily.
- Any repairs needed are recorded and reported to the headteacher.
- Chip pans are not used.
- All cleaning chemicals must be safely stored in cupboards away from food preparation areas.
- When lifting heavy items, staff should use proper manual handling techniques.
- All electrical appliances must undergo regular PAT testing.

2.4 Children's bathrooms/changing areas

- Children are asked to bring their own bags for spare clothing and nappies/pants.
- Nappy changing is done on clean mats placed on the floor surface.
- Changing mats are covered in tissue roll for each change.
- Changing mats are disinfected after each change.
- Anti-bacterial spray is not used where residue may have direct contact with skin.
- Disposable nappies/trainers are cleared of solid waste and placed in nappy disposal units.
- Staff use single use gloves and aprons to change children and wash hands when leaving changing areas. Please note that gloves are not always required for a wet nappy if there is no risk of infection, however, gloves are always available for those staff who choose to wear them for a wet nappy. Gloves are always worn for a 'soiled' nappy.
- Anti-bacterial sprays used in nappy changing areas are not left within the reach of children.
- Natural or mechanical ventilation is used; chemical air fresheners are not used.
- All other surfaces are disinfected daily.
- Adult access or child-to-child interaction are restricted and are only permitted under supervision.

Children's toilets and wash basins

- Children's toilets are cleaned daily using disinfectant cleaning agents for the bowls (inside and out), seat and lid, and whenever visibly soiled.
- Toilet flush handles are disinfected daily.
- Toilets not in use are checked to ensure the U-bend does not dry out and are flushed every week. Taps not in use are run for several minutes every two to three days to prevent infections such as Legionella.
- There is a toilet brush available for children's toilets. This is stored in the cleaning cupboard.
- Cubicle doors and handles and curtains are washed weekly.
- Children's hand basins are cleaned daily and whenever visibly soiled, inside, and out using disinfectant cleaning agents. Separate cloths are used to clean basins etc. and are not interchanged with those used for cleaning toilets.
- Mirrors and tiled splash backs are washed daily.

- Paper towels are provided.
- Bins are provided for disposal of paper towels and are emptied daily.
- All bins are lined with plastic bags.
- Staff who clean toilets wear rubber gloves.
- Wet or soiled clothing is put in a plastic bag for parents to collect.
- Floors in children's toilets are washed daily.
- Spills of body fluids are cleared and mopped using disinfectant.
- Mops are rinsed and wrung after use and stored upright, not stored head down in buckets.
- Mops used to clean toilets or body fluids from other areas are designated for that purpose only and kept separate from mops used for other areas.
- Used water is discarded down the sluice or butler sink.
- Butler sinks and sluices are cleaned and disinfected at the end of each day.

2.5 Short trips, outings and excursions

Planning and preparation

- Outings have a purpose with specific learning and development outcomes.
- If staff are 'borrowed' from another area to maintain ratios on an outing they are fully briefed about the children they are accompanying.
- The excursion does not go ahead if concerns are raised about its viability at any point.
- Parents/carers are informed of an outing and staff check that consent forms on children's registration were signed.
- A minimum of two staff accompany children on outings.
- Children are specifically allocated to each member of staff/volunteer; they are responsible for supervising their designated children for the duration of the excursion.
- Parents/carers on outings are responsible for their own children only.
- The designated lead for the outing has responsibility for only one child.
- A mobile phone belonging to the school, and a small first aid kit is taken out.
- Staff make sure they have water, plastic cups, spare nappies/change of clothes and wet wipes for the children going out appropriate to the length of time they are out for.
- Parents are asked to put sun cream on to their children's skin in a hot weather and dress them appropriately before the outings.
- Children wear name badges and 'high vis' vests with the name and number of the school.
- Staff have emergency contacts, medication and equipment needed for children.
- School ensures equality and accessibility and reasonable adjustments are made for pupils with disabilities or medical needs.
- At least one staff member holds a valid first aid qualification.

Risk assessment

- Risk assessment is completed prior to the outing and signed off by the school headteacher and all staff taking part.
- Children with specific needs have a separate risk assessment if necessary.

Outing venue (larger outings)

- Venues used regularly are 'risk assessed' and an initial pre-visit is made to look at the health and safety aspects. If pre-visits cannot be made, risk assessment is achieved by calling the venue and asking for their risk assessment.

Transport

- If coach hire is required for an outing, only reputable companies are used.
- The headteacher ensures that seat belts are provided on the coach and that booster seats and child safety seats are used as appropriate to the age of the children.
- The maximum seating capacity of the coach or minibus is not exceeded.
- Contracted drivers are not counted in ratios.
- Public transport should always be a ratio of 1-2 (unless agreed with the school headteacher).

Where transport is provided by the school

- Records are kept including insurance details and a list of named drivers.
- Drivers using their own transport should have adequate insurance cover.

Farm and zoo visits

Staff are aware of the risks posed by infections such as E.coli being contracted from animals. They are also aware of toxic substances used on farms that could be hazardous to health. Staff are vigilant of the natural dangers presented by a farm or zoo visit and conduct a risk assessment prior to the visit.

- The venue is contacted in advance of the visit to ensure no recent outbreaks of E.coli or other infections. If there has been an outbreak the visit will be reviewed and may be postponed.
- Hands are washed and dried thoroughly after touching an animal.
- Nothing is consumed whilst going round the farm. Food is eaten away from animals, after thoroughly washing hands.
- Children are prevented from putting their faces against animals or hands in their own mouths.
- If animal droppings are touched, hands are washed and dried immediately.
- Shoes are cleaned and hands washed thoroughly as soon as possible on departure.

- Staff or volunteers who are or may be pregnant, should avoid contact with pregnant ewes and may want to consult their own GP before the visit.
- Farmers have a responsibility to ensure that hand washing and drying facilities are available and are suitably located, that picnic areas are separate and clean, and that all other health and safety laws are fully observed.

Larger outings checklist

There is an identified lead person for the outing.

- The outing has an educational purpose and has been agreed with the school headteacher.
- Risk assessments completed/updated and shared with every staff, student/volunteer accompanying the children.
- Staff understand the potential risks when they are out with children and take all reasonable measures to remove or minimise risks.
- The designated lead practitioner is the last to leave the venue, or transport being used.
- The designated lead conducts a 'safety sweep' before, during and after the outing.

Legal reference:

Preventing Accidents to Children on Farms (Health and Safety Executive 2013)

Equality Act 2010

2.6 Outdoors

- All gates and fences are childproof, safe, and secure.
- Areas are checked daily to make sure animal droppings, litter, glass etc. is removed.
Staff wear rubber gloves to do this.
- Bushes or overhanging trees are checked to ensure they do not bear poisonous berries.
- Wooden equipment is maintained safely, put away daily and not used if broken.
- Wooden equipment is sanded and varnished as required.
- Broken climbing equipment or outdoor toys are removed and reported to the headteacher.
- Children are always supervised within ratios outside.
- Children are suitably attired for the weather conditions and type of outdoor activities.
- Parents are asked to apply sun cream onto their child's skin and hats are worn during the summer months. Outdoor play is avoided in extreme heat between noon and 3pm.
- Children who have no adequate means of sun protection, such as a hat, long sleeves and trousers or sun cream, will not be able to play outdoors in un-shaded areas.
- Children are supervised on climbing equipment, especially younger children.
- Water play is not left out but is cleared, cleaned and stored after each use.
- Receptacles are left upturned to prevent collection of rainwater, this is important in areas where there are vermin to prevent urine/faeces contaminating the water.
- Sightings of vermin are recorded and reported to the Education Coordinator who reports to the Environmental Health's Pest Control Department.
- Outdoor areas that have flooded are not used until cleaned down and restored. Grassed areas are not played on for at least one week after the flood water has gone.
- If paddling pools are used, a risk assessment is conducted, and consideration given to the needs of disabled children or those less ambulant.
- Risk of access to roads or neighbouring land are controlled by fencing or gates to prevent unauthorized access or children wandering off.

Drones

If there are concerns about a 'drone' being flown over the outdoor area, that may compromise children's safety or privacy, the headteacher will contact the police on 101.

- Children will be brought inside immediately.

- Parents will be informed that a Drone has been spotted flying over the outdoor area and will be advised fully of the actions taken by the school.
- The police will have their own procedures to follow and will act accordingly.
- If at any point following the incident, photographs taken by a drone emerge on social media that could identify the school or individual children, these are reported to the police.
- A record is completed in the Notifiable Incident Record unless there is reason to believe that the incident might have safeguarding implications, for example:
 - the drone has hovered specifically over the outdoor area for any length of time
 - there is a likelihood that images of the children have been recorded
 - is spotted on more than one occasion
 - if the Police believe there is cause for concern

Where this is the case, 'Safeguarding children, young people and vulnerable adults' procedures are followed.

2.7 Staff rooms

- All areas are kept tidy and always uncluttered.
- Doors to staff/visitor toilets and staff rooms are kept always shut.
- Staff are provided with lockers or a secure area for storing personal belongings, including any medication they are taking.
- Toilet areas are not used for storage due to the risk of cross-contamination.
- Staff/visitor toilets are cleaned daily using disinfectant.
- Toilet flush handles are disinfected daily.
- There is a toilet brush provided per toilet and separate cleaning cloth.
- Toilets that are not in use are checked to ensure that the U-bend is not drying out and are flushed every week. Taps that are not in use are run for several minutes every two to three days to minimise the risk of infections such as legionella.
- Cubicle doors and handles are washed weekly.
- Staff hand basins are cleaned daily using disinfectant. Separate cloths are used to clean basins etc. and are not interchanged with those used for cleaning toilets.
- Floors in staff toilets are washed daily.
- Mirrors and tiled splash backs are washed daily.
- Paper towels are provided for hand drying.
- Bins are provided for sanitary wear and cleared daily.
- Bins are provided for disposal of paper towels and are cleared daily.
- All bins are lined with plastic bags.
- Members of staff who are cleaning toilets wear rubber gloves that are kept specifically for this purpose to prevent cross contamination.
- Extension cords must not be overloaded or create trip hazards.
- Fire exits must be unobstructed at all times.
- Staff are trained in fire evacuation procedures, and signs must be clearly visible.

2.8 Maintenance and repairs

Any faulty equipment or building fault is recorded, including:

- date fault noted
- item or area faulty
- nature of the fault and priority
- who the fault reported to for action
- action taken and when
- if no action taken by the agreed date, when and by whom the omission is followed up
- date action completed

Any area that is unsafe because repair is needed, such as a broken window, should be made safe and separated off from general use.

- Any broken or unsafe item is taken out of use and labelled 'out of use'.
- Any specialist equipment (e.g. corner seat for a disabled child) which is broken or unsafe should be returned to the manufacturer or relevant professional.
- Any item that is beyond repair is condemned. This action is recorded as the action taken and the item is removed from the school's inventory.
- Condemning items is done in agreement with the school's health and safety officer. Condemned items are then disposed of appropriately and not stored indefinitely on site.
- Where maintenance and repairs involve a change of access to the building whilst repairs are taking place, then a risk assessment is conducted to ensure the safety and security of the building is maintained.
- If maintenance occurs during school hours, the area must be secured and supervised to prevent pupil access.
- School must separate children from the work area physically and visually (e.g. barriers, signage, locked doors).
- Confirm fire safety equipment and exits are not blocked during maintenance.

2.9 Laundry area

- Children do not have access to laundry areas.
- Laundry areas are kept well ventilated.
- Detergents/detergent pods and cleaning materials are stored out of reach of children.
- Biological detergents are not used due to the risk of allergies.
- Buckets are provided to soak soiled bedding in suitable disinfectant solution.
- If children's clothes are soiled, they are rinsed only if there is a suitable sluice in which to do so. They are then bagged and sent home.
- Separate baskets are provided for dirty and clean laundry.
- Members of staff wash their hands after handling dirty laundry and laundry chemicals.
- Members of staff do not leave the washing machines on at night or any other time when the building is vacant.
- Laundry baskets and equipment must not obstruct walkways.

2.10 Staff personal safety

General

- Where possible, the last two members of staff in the building leave together after dark and arrange to arrive together in the morning.
- Visitors are allowed access only with prior appointments and once identifications are verified.
- When taking cash to the bank, members of staff are aware of personal safety. The health and safety officer and headteacher carries out a risk assessment and develops an agreed procedure appropriate to the school, staff, and location.
- Staff make a note in the shared diary of meetings they are attending and when they are expected back.
- The school Education Coordinator liaises with local police for advice on any issues or concerns.
- Staff are protected from false allegations by maintaining proper adult–child ratios.
- School must assess the impact of workload, long hours, or emotionally demanding roles.
- Bullying or harassment by colleagues must be addressed through HR policies and risk reduction.

Dealing with agitated parents/visitors in the school

- If a parent or visitor appears to be angry, mentally agitated, or possibly hostile, two members of staff will lead them away from the children to an area less open but will not shut the door behind them.
- If the person is standing, staff will remain standing.
- Staff will try to empathise, for example: 'I can see that you are feeling angry at this time'.
- Staff offer to discuss the issue of concern and show they recognise the concern.
- Staff will ensure that the language they use can be easily understood.
- Staff will make it clear that they want to hear issues and seek solutions.
- If the person makes threats and continues to be angry, members of staff make it clear that they will be unable to discuss the issue until the person stops shouting or being abusive, avoiding expressions like 'calm down' or 'be reasonable'.
- If threats continue, members of staff will explain that the police will be called and emphasise the inappropriateness of such behaviour in front of the children.
- After the event, it is recorded in the child's file together with any decisions made with the parents to rectify the situation.

- Any situation involving threats to members of staff are reported to the line manager.
- Copies of correspondence regarding the incident will be kept in the relevant child's file.

2.11 Entrances and approach to the building

- Entrances and approaches are kept tidy and always uncluttered.
- All gates and external fences are childproof and safe
- Front doors are always kept locked and shut.
- Where possible, entry phones and 'spy holes' are used in the main door at a suitable height.
- The identity of a person not known to members of staff is checked before they enter the building.
- All staff and visitors to the school sign in and out of the building.
- A member of staff is available to open and close the door and to greet arrivals, say goodbye to parents and to make sure that doors and gates are shut.
- Back doors are always kept locked and shut if they may lead to a public or unsupervised area, unless this breaches fire safety regulations or other expectations.
- Where building works or repairs mean that normal entrances/exits or approaches to the building are not in use, a risk assessment is conducted to maintain safety and security whilst the changes are in place.
- Regular checks for overgrown bushes, pooled water, fallen leaves, or icy surfaces are conducted.
- Assess traffic flow, including car parks, drop-off zones and pedestrian walkways.
- Speed limits should be enforced on site.
- Entrances are lit, especially during dark winter mornings or after-school events.
- Emergency access points must be kept unobstructed during occupancy.
- Main entrances are monitored during arrival and departure times.

2.12 Control of Substances Hazardous to Health (COSHH)

- Staff implement the current guidelines of the Control of Substances Hazardous to Health (COSHH) Regulations.
- Personal protective equipment (PPE), such as rubber gloves, latex free/vinyl gloves, aprons etc., is available to all staff as needed and stocks are regularly replenished.
- Hazardous substances are clearly labelled and stored safely away from the children.
- Chemicals used in the school should be kept to the minimum to ensure health and hygiene is maintained.
- Risk assessment is done for all chemicals used in the school.
- Environmental factors are considered when purchasing, using and disposing of chemicals.
- All members of staff are vigilant and use chemicals safely.
- Bleach is not used in the school.
- Antibacterial soap/hand wash is not normally used, unless specifically advised during an infection outbreak, such as Pandemic flu or Coronavirus.
- Antibacterial cleaning agents are restricted to toilets, nappy changing areas and food preparation areas and are not used when children are nearby.
- Members of staff wear rubber gloves when using cleaning chemicals.

2.13 Manual handling

- All staff comply with risk assessment and have a personal responsibility to ensure they do not lift objects likely to cause injury. Failure to do so may invalidate an insurance claim.
- Members of staff bring the health and safety officer's attention to any new risk, or situations where the control measures are not working.
- Risk assessments may need to be changed for some individuals, such as a pregnant woman, or staff with an existing or previous injury or impairment that may affect their capacity to lift.
- Risk assessment is carried out of the environment in which the lifting is done. Features such as uneven floor surfaces, stairs, etc. add to the general risk and need to be taken into consideration.
- The health and safety officer and the headteacher ensures that they and their staff are trained to lift and move heavy objects and unstable loads correctly. Young children are also heavy and need to be lifted and carried carefully and correctly.

Guidelines:

- Do not lift heavy objects alone. Seek help from a colleague.
- Bend from the knees rather than the back.
- Do not lift very heavy objects. even with others. that are beyond your strength.
- Use trolleys for heavy items that must be carried or moved on a regular basis.
- Items should not be lifted onto, or from, storage areas above head height.
- Do not stand on objects, other than proper height steps, to reach high objects and never try to overreach.
- Push rather than pull heavy objects.
- Do not carry heavy objects up or down stairs; or carry large objects that may block your view of the stairs.
- Do not hold young children by standing and resting them on your hips.

Please note this is not an exhaustive list.

The health and safety officer and headteacher are responsible for carrying out risk assessment for manual handling operations, which includes lifting/carrying children and lifting/carrying furniture or equipment.

2.14 Festival (and other) decorations

General

Basic safety precautions apply equally to decorations put up for any festival as well as to general decorations in the school. Children are informed of dangers and safe behaviour, relative to their level of understanding.

Decorations

- Paper decorations, other than mounted pictures, are not permitted in the public areas of the buildings, for example, lobbies, stairwells etc.
- Ladders or steps are used safely to hang decorations.

Electrical equipment

- Electrical equipment (a light, extension leads etc) must be electrically tested before use.
- When using tree lights, place the tree close to an electrical socket and avoid using extension leads. If using extension leads, always fully uncoil any wound extension lead to avoid overheating.
- Remember to unplug the lights at the end of the day.
- Electrical leads are arranged in such a way that they do not create a trip hazard.

Location

- Trees and decorations must never obstruct walkways or fire exits.
- Do not place decorations on or close to electrical equipment (e.g. computers); they are a fire hazard.
- Decorations must be clear of the ceiling fire detectors, sprinklers, and lights.

Children's areas

- Christmas trees are placed where children cannot pull them over.
- Glass decorations are not used.

2.15 Jewellery and hair accessories

Children, staff members, volunteers and children do not attend the school wearing jewellery or fashion accessories that may pose a potential hazard to other children or themselves.

- Health and safety take precedence over respect for culture, religion or fashion.
- Members of staff do not wear jewellery or fashion accessories, such as belts or high heels, that may pose a danger to them or to young children. These include large rings with sharp edges, earrings - other than studs, chain necklaces, or bracelets with attachments that can be pulled off, or belts with large buckles.
- Parents/carers must ensure that any jewellery worn by children poses no risk, for example, earrings which may get pulled, bracelets which can get caught when climbing, or necklaces that may pose a risk of strangulation.
- Children may wear small, smooth stud earrings.
- Children, staff, and volunteers do not wear anything with sharp edges that could scratch children, or jewellery with small elements that could become detached and swallowed.
- Hair accessories that may come loose pose a choking hazard are removed before children sleep or rest.
- Parents/carers are requested not to send children wearing hair beads. If staff see beads that are coming loose, they will remove them.
- Hair accessories that may pose a choking hazard to other children should they become detached, should be removed if members of staff consider this to be a possibility.
- Amber beads for teething pain relief are not to be worn due to the risk of choking posed to the infant and other children who may remove them.

2.16 Animals and pets

There are no pets at the school, and there will be no new pets introduced to the school without informing the parents/carers. Views of parents and children are considered when selecting a pet for the school.

In case the school decides to get a pet for the school:

- Staff will consider any allergies or issues individual children may have with any animals/creatures.
- A risk assessment will be conducted and considers any hygiene and safety risks posed by the animal or creature.
- Suitable housing for the animal will be provided and will be regularly cleaned and maintained.
- The correct food will be offered at the right times and staff will be trained to manage the pet's welfare and dietary needs.
- Arrangements will be made for weekend and holiday care for the animal/creature.
- There will be appropriate pet health care insurance or other contingencies agreed and put in place to pay for veterinary care and the animal will be registered with a local vet.
- All vaccinations and health measures such as deworming will be kept up to date.
- Children will be taught correct handling of the pet and will always be supervised.
- Children will be asked to wash their hands after handling the pet and will not have contact with animal faeces, or soiled bedding.
- Members of staff will wear single use vinyl/latex free gloves when cleaning/handling soiled bedding.
- We are aware that snakes and some other reptiles are not suitable pets for the school due to infection risks.
- The headteacher will check with the proprietor before introducing a new pet into the school.
- Animals and pets are restricted to designated areas away from food preparation and eating spaces.

Animals brought in by visitors

- Animals may be brought into the school at the discretion of the headteacher.
- The owner of the animal/creature maintains responsibility for it in the school.

- The owner carries out a risk assessment detailing how the animal/creature is to be handled and how any safety or hygiene issues will be addressed.
- The headteacher will make decisions based on the owner's risk assessment and advice and carry out another risk assessment to provide instructions to staff.
- Parents/carers' permission will be obtained before allowing children to handle pets, even if it is temporary.

2.17 Face painting and mehndi

Children are face painted only if parents have given prior written consent. Verbal consent is fine at events where parents are present.

- A child who does not want to have their face painted will not be made to continue.
- Children under three years of age are generally not fully face painted, however a nose and whiskers (or similar) is fine. Having an arm or hand painted with a flower, star or butterfly is also an option for very young children who may not sit still.
- Children with open sores, rashes or other skin conditions are not painted.
- Glitter based face paints are not used on children under three years of age.
- Members of staff painting children's faces wash their hands before doing so, cover any cuts or abrasions and ensure they have the equipment they need close to hand.
- Only products with ingredients compliant with EU and FDA regulations are used.
- Clean water is used to wash brushes and sponges between children. Ideally a sponge is used once only before being machine washed on a hot cycle.
- Staff face painting at an event ensures they have a comfortable chair or shoes if standing, to reduce the risk of back or neck strain. Face painting is an activity that can cause repetitive stress injuries, therefore, regular breaks are taken at events such as fetes.

Mehndi painting

- Staff never mehndi paint children under three years old using henna/henna-based products.
- Parents/carers' permission must be gained before staff mehndi paint children over the age of three years old.
- Children prone to allergies, anaemic or suffering from any illness that may compromise their immune system are never painted under any circumstances.
- Black henna is never used and only 100% natural red henna (diluted with water) is used on children

2.18 Notifiable incident, non- child protection

Staff respond swiftly, appropriately and effectively in the case of an incident within the school. Notifiable incidents in this procedure are those not involving child protection.

A 'notifiable' incident' could include:

- fire or suspected arson
- electric or Gas fault
- burst pipe, severe leak or flooding
- severe weather that has caused an incident or damage to property
- break-in with vandalism or theft
- staff, parent or visitor mugged or assaulted on site or in vicinity on the way to or from the school
- outbreak of a notifiable disease
- staff or parent threatened/assaulted on the premises by a parent or visitor
- accidents due to any other faults (that are reportable under RIDDOR)
- lost child
- any event or information that becomes known, that may have implications for the school or the wider organisation in the future use

The designated health and safety officer:

- has all emergency services numbers immediately to hand
- has a list of contacts for maintenance and repair
- ensures that members of staff know what to do in an emergency
- risk assess the situation and decides, with the proprietor if the premises are safe to receive children before any children arrive or to offer a limited service.

Emergency evacuation

In most instances, children will not be evacuated from the premises unless there is an immediate risk or unless they are advised to do so by the emergency services.

- There is an emergency evacuation procedure in place which is unique to the school and based upon risk assessment.
- Emergency evacuation procedures are practised regularly and are reviewed according to risk assessment.

- Staff evacuate children to a pre-designated area (as per the fire drill), unless advised by the emergency services that the designated area is not suitable at that time.
- Once evacuated, nobody enters the premises, until the emergency services say so.
- Members of staff will act upon the advice of the emergency services at all times.

See Evacuation Procedure for Acton and Finchley for further details.

Emergency Closure

The circumstances under which the school may be closed due to an incident include:

- The proprietor makes the decision to close – thereby withdrawing the service.
- A third party makes the decision to close for example:
 - The Department for Education (DfE)
 - Ofsted or Local Council
 - the emergency services
- A parent/carer makes the decision for their child not to attend.
 - If a parent/carer makes the decision for their child not to attend due to a critical incident, the child's fees are due as normal.
 - Further consideration of individual incidents must be done in consultation with the proprietor.

Recording and reporting

- On discovery of the notifiable incident, the member of staff reports to the appropriate emergency service, fire, police, ambulance, if those services are needed.
- The member of staff ensures that the school headteacher is informed.
- The school headteacher completes and sends an incident record to the proprietor and the Education Coordinator, who, according to the severity of the incident, notifies Ofsted or RIDDOR.
- If the incident indicates that a crime may have been committed, all staff witness to the incident should make a written statement.
- Staff do not discuss the incident with the press.

RIDDOR reportable events include:

- Specified injuries at work, as detailed at www.hse.gov.uk/pubns/indg453.pdf
- Fatal accidents to staff, children and visitors (parents).
- Accidents resulting in the incapacitation of staff for more than seven days.

- Injuries to members of the public, including parents' and children, where they are taken to hospital.
- Dangerous 'specific' occurrences, where no-one is injured but they could have been. (these are usually industrial incidents).

This may include:

- a member of staff injures back at work through lifting and is off for two weeks
- a parent slips on a wet floor near the water tray and is taken to hospital
- a child falls from a climbing frame and is taken to hospital
- the ceiling collapses
- an outbreak of Legionella

The school headteacher informs the proprietor and completes an accident and/or incident record; witness statements are taken as previously detailed.

- If the incident is RIDDOR reportable, the school proprietor telephones HSE Contact Centre on 0345 300 9923 or reports online at www.hse.gov.uk/riddor/report.htm
- RIDDOR Reportable events require reporting to RIDDOR within 15 days of the event occurring.

The local authority investigates all reported injuries, diseases or dangerous occurrences. They will decide if there has been a breach in health and safety regulations and will decide what measures will be taken.

The proprietor review how the situation was managed, as above, to ensure that investigations were rigorous and that policies and procedures were followed.

If an insurance claim is likely:

- incidents such as fire, theft or flood are notified to the insurance provider immediately
- the school does not admit liability
- if broken or faulty equipment is involved, it must not be repaired, destroyed or disposed of, in case it is needed during the investigation
- if communication from a solicitor is received on behalf of the injured party, this is sent directly to the insurance provider; the proprietor will then write to the solicitor to confirm that the letter has been passed on
- the incident is not discussed with any outside persons, or other parents, no matter what questions they may ask about their own child's safety in relation to the incident, as it is regarded as confidential under the Data Protection Act.

2.19 Terrorist threat/attack and lock-down

Most procedures for handling an emergency are focused on an event happening in the building. However, in some situations you will be advised to stay put (lock-down) rather than evacuate. 'Lock-down' of a building/group of buildings is intended to secure and protect occupants in the proximity of an immediate threat. By controlling movement in an area, emergency services can contain and handle the situation more effectively.

- The designated health and safety officer assesses the likelihood of an incident happening based on their location.
- The designated health and safety officer will check our police website for advice and guidance.
- Local police contact numbers are clearly displayed for staff to refer to.
- Staff rehearse simple 'age appropriate' actions with the children such as staying low to the floor, keeping quiet and listening to instructions in the same way that fire procedures are practised. Lock-down must be rehearsed and recorded termly.
- The school's management is aware of the current terrorist alert level, as available at www.mi5.gov.uk/threat-levels.
- We follow any additional advice issued by the local authority.
- Information about this procedure is shared with parents/carers and all staff are aware of their role during 'lockdown'.
- A text/phone message is issued to parents/carers when lockdown is confirmed.

Lock-down procedures

If an incident happens the headteacher acts quickly to assess the likelihood of immediate danger. In most cases the assumption will be that it is safer to stay put and place the school into 'lockdown' until the emergency services arrive. As soon as the emergency services arrive at the scene staff comply with their instructions.

During 'lock-down':

- Staff and children stay in their designated areas if it is safe to do so.
- Doors and windows are secured until further instruction is received.
- Curtains and blinds are closed where possible.
- Staff and children stay away from windows and doors.
- Children are encouraged to stay low and keep calm.

- Staff tune into a local TV or radio station for more information.
- Staff do NOT make non-essential calls on mobile phones or landlines.
- If the fire alarm is activated, staff and children remain in their designated area and await further instructions from emergency services, unless the fire is in their area. In which case, they will follow usual fire procedures.

The door will not be opened once it has been secured until the headteacher is officially advised “all clear” or is certain it is emergency services at the door.

During lockdown staff do NOT:

- travel down long corridors
- assemble in large open areas
- call 999 again unless there is immediate concern for their safety, the safety of others, or they feel they have critical information that must be passed on.

Following lockdown:

- Staff will cooperate with emergency services to assist in an orderly evacuation.
- Staff will ensure that they have the register and children’s details.
- Staff or children who have witnessed an incident will need to tell the police what they saw. The police may require other individuals to remain available for questioning.
- In the event of an incident it is inevitable that parents/carers will want to come to the school and collect their children immediately. They will be discouraged from doing so, until the emergency services give the ‘all clear’. Staff will be always acting on the advice of the emergency services.

Recording and reporting

- The headteacher reports the lockdown to the proprietor as soon as possible. In some situations, this may not be until after the event.
- A record is completed as soon as possible.

3 Fire safety policy

Alongside associated procedures in 3.1 to 3.3, this policy was adopted by Eikoku Maeda Gakuen Finchley and Acton Yochien School on 1st September 2025.

Designated Fire Marshals are:

Mitsuhiro Maeda – Finchley Yochien School

Ashley Derriman – Acton Yochien School

Aim

Our provision is a suitable, clean, and safe place for children to be cared for, where they can grow and learn. We meet all statutory requirements about fire safety and fulfil the criteria for meeting the relevant Independent School Standard and Early Years Foundation Stage Safeguarding and Welfare Requirements.

Objectives

- We recognise that we have a corporate responsibility and a duty of care for those who work in and receive a service from our provision, but individual employees and service users also have a responsibility to ensure their own safety as well as that of others. Risk assessment is the key means through which this is achieved.
- A fire safety risk assessment is carried out by fire marshals in accordance with the Regulatory Reform (Fire Safety) Order 2005.
- A Fire Log is completed and regularly updated.
- Necessary equipment is in place to promote fire safety.

Legal references:

Regulatory Reform (Fire Safety) Order 2005

Independent School Standards (England) Regulations 2014

Health and Safety at Work etc. Act 1974

Electricity at Work Regulations (1989)

Further guidance:

Fire Safety Risk Assessment: Educational Premises

www.communities.gov.uk/publications/fire/firesafetyrisk6

3.1 Fire safety

The designated Fire Marshals have access to, or a copy of, the fire safety procedures specific to the building and ensure they align with these procedures. The Fire Marshals make reasonable adjustments as required to ensure the two documents do not contradict each other.

Fire safety risk assessment

Fire safety risk assessment form is carried out in each area of the school by the designated Fire Marshals using the five steps to fire safety risk assessment as follows:

1. Identify fire hazards

- Sources of ignition.
- Sources of fuel.
- Sources of oxygen (including oxygen tanks for disabled children).

2. Identify people at risk

- People in and around the premises.
- People especially at risk including very young babies, less ambulant disabled children or those using specialised equipment, such as splints, standing frames.

3. Evaluate, remove, reduce and protect from the risk

- Evaluate the risk of the fire occurring.
- Evaluate the risk to people from a fire starting on the premises.
- Remove and reduce the hazards that may cause a fire.
- Remove and reduce the risks to people from a fire.

4. Record, plan, inform, instruct, train

- Record significant findings and action taken.
- Prepare an emergency plan.
- Inform and instruct relevant people; inform and cooperate with others.
- Provide training.

5. Review

- Keep assessment under review and revise when necessary.

The fire safety risk assessment focuses on the following for each area:

- Electrical plugs, wires, sockets.
- Electrical items.
- Gas boilers.

- Cookers.
- Matches.
- Flammable materials, including furniture, furnishings, paper etc.
- Flammable chemicals (which are also covered in COSHH).
- Means of escape.
- Any other, as identified.

Fire safety precautions include:

- All electrical equipment is checked by a qualified electrician annually.
- Any faulty electrical equipment is taken out of use and recorded as such or condemned (whichever is necessary).
- Water and electrical items do not come into contact; staff do not touch electrical items with wet hands.
- All fire safety equipment is checked annually.
- Gas boilers are checked and serviced annually by a Gas Safe registered engineer.
- Matches are kept in a drawer in the kitchen, away from children and any other flammable items.

Fire Drills

- Fire Drills (to include emergency evacuation procedures and lock down) are held at least termly.
- Drills are recorded, including:
 - date of drill
 - staff involved and numbers of children
 - how long it took to evacuate
 - any reason for a delay in achieving the target time and how this will be remedied

Fire precautions

- Fire exit signs are the green running man signs and are in place and clearly visible.
- Fire exits by doors are those that show a green light at night.
- Fire doors are not locked during normal working hours.
- Fire evacuation notices are in every room; these are displayed in print large enough to read from a short distance. They say where the assembly point is.
- Fire alarms are in place and tested termly, and where necessary supplemented with visual warnings. This is recorded.

- Smoke alarms are in place and tested yearly. This is recorded.
- Fire extinguishers are in place and are appropriate.

3.2 a) Evacuation Procedure for Finchley Yochien

1. On seeing smoke or fire, break white glass pane of the nearest call point to start the fire



bell.

2. Steps for Admin:

- On hearing the fire alarm - call 999.
- Get keys to the front gate and the register
- Close the windows
- Turn the lights off and shut the door behind you
- Exit using the nearest fire exit.
- When outside, open the gates for the fire brigade to come in
- Wait at the fire assembly point.

3. Steps for teachers:

- On hearing the alarm, line up the children immediately (Take your class register).
- One teacher to lead the children out of the classroom via the nearest fire exit.
- Another teacher to close the windows, turn off the lights, shut the doors and follow the children out.

4. All other staff and visitors to evacuate the building immediately turning off any lights and closing doors behind them.

5. Assemble at the fire assembly point.

6. Check the register to ensure everyone is present. If someone is not accountable, inform the fire marshal. Do not re-enter the building.

No staff must re-enter the building until advised to do so by the fire marshal.

3.2 b) Evacuation Procedure for Acton Yochien

1. On seeing smoke or fire, break the glass pane of the nearest call point to start the fire bell.



Note: some are white glass panes with a black dot.

2. Steps for Admin:

- On hearing the fire alarm - call 999.
- Get keys to the front gate and the register
- Close the windows
- Turn the lights off and shut the door behind you
- Exit using the nearest fire exit.
- When outside, open the gates for the fire brigade to come in
- Wait at the fire assembly point.

3. Steps for teachers:

- On hearing the alarm, line up the children immediately (Take your class register).
- One teacher to lead the children out of the classroom via the nearest fire exit.
- Another teacher to close the windows, turn off the lights, shut the doors and follow the children out.

4. All other staff and visitors to evacuate the building immediately turning off any lights and closing doors behind them.

3. Assemble at the fire assembly point.

4. Check the register to ensure everyone is present. If someone is not accountable, inform the fire marshal. Do not re-enter the building.

No staff must re-enter the building until advised to do so by the fire marshal.

Legal framework:

Regulatory Reform (Fire Safety) Order 2005

4 Food safety and nutrition policy

Alongside associated procedures in 4.1 to 4.3, this policy was adopted by Eikoku Maeda Gakuen Finchley and Acton Yochien School on 1st September 2025.

Aim

Our school is a suitable, clean, and safe place for children to be cared for, where they can grow and learn. We meet all statutory requirements for food safety and fulfil the criteria for meeting the relevant Independent School Standards and Early Years Foundation Stage Safeguarding and Welfare requirements.

Objectives

- We recognise that we have a corporate responsibility and duty of care for those who work in and receive a service from our provision, but individual employees and service users also have responsibility for ensuring their own safety as well as that of others. Risk assessment is the key means through which this is achieved.
- We provide nutritionally sound meals and snacks which promote health and reduce the risk of obesity and heart disease that may begin in childhood.
- We follow the main advice on dietary guidelines and the legal requirements for identifying food allergens when planning menus based on the four food groups:
 - meat, fish, and protein alternatives
 - milk and dairy products
 - cereals and grains
 - fresh fruit and vegetables.
- Following dietary guidelines to promote health also means taking account of guidelines to reduce risk of disease caused by unhealthy eating.
- Parents/carers share information about their children's particular dietary needs with staff when they enrol their children and on an on-going basis with their key person. This information is shared with all staff who are involved in the care of the child.
- Foods provided by the school for children have any allergenic ingredients identified on the menus.
- Care is taken to ensure that children with food allergies do not have contact with food products that they are allergic to.

- Risk assessments are conducted for each individual child who has a food allergy or specific dietary requirement.

Legal references:

Regulation (EC) 853/2004 of the European Parliament and of the Council on the hygiene of foodstuffs.

The Childcare Act 2006

Food Safety Act 1990

Food Hygiene (England) Regulations 2013

Further guidance:

Safer Food Better Business for Caterers (Food Standards Agency)

<https://www.food.gov.uk/business-guidance/safer-food-better-business-for-caterers>

4.1 Food preparation, storage and purchase

General

- Our food is delivered three times a week by a specialist catering company who deliver balanced healthy meals for children and staff in line with Eat Better, Start Better (Action for Children 2017) and have high ratings in managing food safety, food allergies and reading food labels.
- When food arrives at the school at lunch time, the food handlers check and record the temperature and the food is consumed within one hour.
- Two days a week, children bring packed lunches from home. Staff promote healthy eating, ensuring that parents are given advice and information about what is appropriate content for a child's lunch box. Parents/carers are also advised to take measures to ensure children's lunch box contents remain cool i.e., ice packs, as the school may not have facilities for refrigerated storage. Parents/carers are informed that we are a nut free school and they should not send nuts in children's lunch/snack packs. Children in the nursery group also bring fruit or vegetable sticks to eat at snack time.
- From time-to-time, we plan a meal-preparation activity with the children and it usually does not involve the process of actually cooking. Children chop fruits and vegetables that can be consumed raw and make a fruit salad or sandwiches using cucumber and butter. Food handlers follow the school's policies to ensure food hygiene and children's safety.

At school

- All staff handling food have up to date certificated training on food safety.
- The school headteacher is responsible for ensuring that the requirements in Safer Food Better Business are implemented.
- All food handlers have undertaken the Food Allergy Online Training CPD module available at <http://allergytraining.food.gov.uk/>.
- The school headteacher is responsible for overseeing the work of all food handlers to ensure hygiene and allergy procedures are complied with.
- The designated health and safety officer has responsibility for conducting risk assessment.
- The catering company is sent a list of children's allergies and meals are prepared accordingly.

- The school headteacher maintain a Food Allergy and Dietary Needs folder with:
 - a list of all children with known food allergies or dietary needs updated at least once a term (the personal/medical details about the allergy or dietary needs remain in the child's file along with a copy of the risk assessment). This is clearly displayed for all staff and the risk assessment shared with all staff.
 - a record of food menus along with any allergens using
 - a copy of the Food Allergy Online Training CPD certificate for each member of staff that has undertaken the training
- The school headteacher is responsible for informing the proprietor and the Education Coordinator who then reports to Ofsted any food poisoning affecting two or more children looked after on the premises. Notification must be made as soon as possible and within 14 days of the incident.

Purchasing and storing food

- Food is purchased from reputable suppliers.
- Pre-packed food (any food or ingredient that is made by one business and sold by another such as a retailer or caterer) is checked for allergen ingredients and this information is communicated to parents alongside menu information. For example, a meat pie bought at a supermarket or a tin of baked beans or the ingredients for a recipe prepared on site.
- If food that is not pre-packed (described as 'loose food'), such as sandwiches bought from a bakery is served, then allergen information will have been provided by the retailer, this information must then be shared in the same way with parents/carers.
- Parents/carers are requested not to bring food that contains nuts. Staff check packets to make sure they do not contain nuts or nut products.
- Bulk buy is avoided where food may go out of date before use.
- All opened dried food stuff is stored in airtight containers.
- Dried packaged food is not decanted from packaging into large bins or containers as this prevents monitoring of sell by/use by dates and allergen information.
- Food is regularly checked for sell by/use by dates and any expired items are discarded.
- Bottles and jars are cleaned before returning to the cupboards.
- 'Squeezy' plastic bottles are not used for sauces.
- Items are not stored on the floor; floors are kept clear so they can be easily swept.

- Perishable foods such as dairy produce, meat and fish are to be used the next/same day. Soft fruit and easily perishable vegetables are kept in the fridge at 1- 5 Celsius.
- Packaged frozen food should be used by the 'use by date' printed on the packaging.
- Food left over should not be frozen unless it has been prepared for freezing, such as home-made bread or stews.
- Fridge thermometers are in place. Recommended temperatures for the fridge is 37 degrees Fahrenheit (3 degrees Celsius). Temperatures are checked and recorded to ensure correct temperatures are being maintained.
- Freezers are defrosted every 3 months or according to the manufacturer's instructions.
- Meat/fish is stored on lower shelves and in drip-free dishes.
- Fruit and vegetables stored in the fridge are washed thoroughly before refrigeration to reduce risk of pests and E.coli contamination.
- Staff's own food or drink should be kept in a separate designated area of the fridge.
- Items in fridges must be regularly checked to ensure they are not past use by dates.

Preparation of food

- Food handlers must check the content of food/packets to ensure they do not contain allergens.
- Food allergens must be identified on the menus and displayed for parents/carers.
- Food handlers wash hands and cover any cuts or abrasions before handling food.
- Separate boards and knives are used for chopping food.
- Raw and cooked foods are prepared separately.
- Meat and fish should be washed and patted dry with paper towels. This does not include chicken which must not be washed because of the risk of campylobacter.
- All vegetables and fruit are washed before preparing.
- Food left out is covered, for example when cooling down.
- Frozen meat, fish and prepared foods are thawed properly before cooking.
- Meat and fish are cooked thoroughly; a food probe is to be used to check the temperature of roasted meat or cooked meat products.
- Where a microwave is used, food is cooked according to the manufacturer's instructions.
- Microwaved food is left to stand for a few minutes before serving.
- A food probe is used to check the temperature of food, including when heated in a microwave; it is checked in a number of places to avoid 'hot spots'.
- Food is cooked in time for serving and is not prepared in advance of serving times.

- Hot cupboards or ovens are not used to keep food warm.
- Potatoes and vegetables are peeled when needed, not in advance and left in water.
- Raw eggs are not to be given in any form, such as mousse or mayonnaise.
- When given to children, eggs are fully cooked.

Serving Food

- Food is served for children in separate covered containers for each child.
- Staff risk assess the likelihood of children with dietary restrictions accessing the food of other children and must take appropriate action to prevent this from happening.
- Children with allergies/food preferences are not made to feel 'singled out' by the methods used to manage their allergy/food preference.
- Food served to children with identified allergies is checked by the key person to ensure that the meal (and its ingredients) does not contain any of the allergens for that child.
- Full Paediatric First aider is present throughout children's mealtime.
- Tables are cleaned before and after, with soapy water or a suitable non-bleach product.
- Members of staff serving food wash their hands and cover any cuts with a blue plaster.

E.coli prevention

Staff who are preparing and handling food, especially food that is not pre-prepared for consumption e.g. fruit and vegetables grown on the premises, must be aware of the potential spread of E.coli and must clean and store food in accordance with the E.coli 0157 guidance, available at:

www.food.gov.uk/business-industry/guidancenotes/hygguid/ecoliguide#.U7FCVGIOWdI

Further guidance:

Eat Better, Start Better (Action for Children 207)

www.foundationyears.org.uk/eat-better-start-better/

Allergen information for loose foods (Food Standards Agency 2017)

www.food.gov.uk/sites/default/files/media/document/loosefoodsleaflet.pdf

Campylobacter (Food Standards Agency) www.food.gov.uk/news-updates/campaigns/campylobacter/fsw-2014

4.2 Food for play and cooking activities

Some parents/carers and staff may have strong views about food being used for play. It is important to be sensitive to these issues. For example, children who are Muslim, Jewish, Rastafarian, or who are vegetarian, should not be given any food to play with that contains animal products (Gelatine). Parents/carers' views should be sought on this. In some cases, it is not appropriate to use food for play at all, particularly in times of austerity.

- Food for play may include dough, corn flour, pasta, rice, food colourings/flavourings.
- Jelly (including jelly cubes) is not used for play.
- Food for play is risk assessed against the 14 allergens referred and is included in the written risk assessment undertaken for children with specific allergies.
- Staff are constantly alert to the potential hazards of food play, in particular choking hazards and signs of previously undetected allergies.
- Pulses are not recommended as they can be poisonous when raw or may choke.
- The use of raw vegetables for printing is discouraged.
- Dried food that is used for play should be kept away from food used for cooking.
- Foods that are cooked and used for play, such as dough, have a limited shelf life.
- Cornflour is always mixed with water before being given for play.
- Cornflower and cooked pasta are discarded after an activity; high risk of bacteria forming.
- Utensils used for play food are washed thoroughly after use.

Children's cooking activities

- Before undertaking any cooking activity with children, members of staff should check for allergies and intolerances by checking children's records.
- Children are taught basic hygiene skills such as the need to wash hands thoroughly before handling food, and again after going to the toilet, blowing their nose or coughing.
- The area to be used for cooking is cleaned; a plastic tablecloth is advised.
- Children should wear aprons that are used just for cooking.
- Utensils provided are for children to use only when cooking, including chopping/rolling boards, bowls, wooden spoons, jugs, and are stored in the kitchen.
- Members of staff encourage children to handle food in a hygienic manner.
- Food ready for cooking or cooling is not left uncovered.
- Cooked food to go home is put in a paper food bag and refrigerated until home time.

- Food play activities are suspended during outbreaks of illness.
- At least one of the staff handling food have basic food hygiene training.
- School ensure food activities are purposeful, supporting learning outcomes like:
 - Fine motor development
 - Understanding healthy eating
 - Sensory exploration
 - Cultural awareness

4.3 Meeting dietary requirements

Snack and mealtimes are an important part of the day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We aim to provide nutritious food, which meets the children's individual dietary needs and preferences.

- Staff discuss and record children's dietary needs, allergies and any ethnic or cultural food preferences with their parents/carers.
- If a child has a known food allergy, procedure 'Allergies and food intolerance' is followed.
- Staff record information about each child's dietary needs in the individual child's registration form; parents/carers sign the form to signify that it is correct.
- Up-to-date information about individual children's dietary needs is displayed so that all staff and volunteers are fully informed.
- Staff ensure that children receive only food and drink that is consistent with their dietary needs and cultural or ethnic preferences, as well as their parents/carers' wishes.
- The menus of meals and snacks are sent to parents to view. Foods that contain any food allergens are identified.
- Staff aim to include food diets from children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- Through on-going discussion with parents/carers, staff obtain information about the dietary rules of the religious groups to which children and their parents/carers belong, and of vegetarians and vegans, as well as about food allergies. Staff take account of this information when providing food and drink.
- Staff provide a vegetarian alternative when meat and fish are offered and make every effort to ensure Halal meat or Kosher food is available to children who require it.
- Where it is not possible to source and provide Halal meat or Kosher food, a vegetarian option is available; this will be discussed and agreed with parents/carers at the time of the child's registration.
- All staff show sensitivity in providing for children's diets, allergies and cultural or ethnic food preferences. A child's diet or allergy is never used as a label for the child, they are not made to feel singled out because of their diet, allergy or cultural/ethnic food preferences.
- Fresh drinking water is available throughout the day. Staff inform children how to obtain the drinking water and that they can ask for water at any time during the day.
- Meal and snack times are organised as social occasions.

Fussy/faddy eating

- Children who are showing signs of 'fussy or faddy eating' are not forced to eat anything they do not want to.
- Staff recognise the signs that a child has had enough and remove uneaten food without comment.
- Children are not made to stay at the table after others have left if they refuse to eat certain items of food.
- Staff work in partnership with parents/carers to support them with children who are showing signs of 'faddy or fussy eating' and sign post them to further advice, for example, How to Manage Simple Faddy Eating in Toddlers (Infant & Toddler Forum) <https://infantandtoddlerforum.org/health-and-childcare-professionals/factsheets/>

5. First Aid policy

Alongside associated procedures in 5.1 to 5.6 Eikoku Maeda Gakuen Finchley and Acton Yochien School on 1st September 2025.

Aim

Our provision is a suitable, clean, and safe place for children to be cared for, where they can grow and learn. They meet all statutory requirements for promoting health and hygiene and fulfil the criteria for meeting the relevant Independent School Standards and Early Years Foundation Stage Safeguarding and Welfare requirements.

Objectives

We promote health through:

- ensuring emergency and first aid treatment is given where necessary
- ensuring that medicine necessary to maintain health is given correctly and in accordance with legal requirements
- identifying allergies and preventing contact with the allergenic substance
- identifying food ingredients that contain recognised allergens and displaying this information for parents
- promoting health through taking necessary steps to prevent the spread of infection and taking appropriate action when children are ill
- promoting healthy lifestyle choices through diet and exercise
- supporting parents right to choose complementary therapies
- pandemic flu planning or illness outbreak management as per DfE and World Health Organisation (WHO) guidance

Legal references:

Medicines Act (1968)

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)

Control of Substances Hazardous to Health (COSHH) Regulations (2002)

Health and Safety (First Aid) Regulations 1981

Food Information Regulations 2014

5.1 Accidents and emergency treatment

The school provides care for children and promotes health by ensuring emergency and first aid treatment is given as required. There are also procedures for managing food allergies in section 5.4 Allergies and Food intolerance.

- Parents/carers consent to emergency medical treatment consent form on registration.
- At least one paediatric first aider is stationed each site. First Aid certificates are renewed at least every three years.
- All members of staff know the location of First Aid boxes, the contents of which are in line with Health and Safety Executive (HSE) recommendations as follows and number of each item will vary depending on the number of registered children:
 - A leaflet with general guidance on first aid
 - Individually wrapped sterile plasters (assorted sizes)
 - Sterile eye pads
 - Individually wrapped triangular bandages (preferably sterile)
 - Safety pins
 - Large, individually wrapped, sterile, unmedicated wound dressings
 - Medium, individually wrapped, sterile, unmedicated wound dressings
 - Disposable gloves
 - Adhesive tape
- No other item is stored in a First Aid box.
- There is a named person in the school who is responsible for checking and replenishing the First Aid Box contents.
- A supply of ice is kept in kitchen fridges.
- First aid treatment is given to minor injuries; the event is recorded in the school's Accident Record book. Parents may have a photo-copy of the accident form on request.
- In the event of minor injuries or accidents, parents are normally informed when they collect their child, unless the injury happens above the neck, the child is unduly upset or members of staff have any concerns about the injury. In which case they will contact the parent for clarification of what they would like to do, i.e. collect the child or take them home and seek further advice from NHS 111.

Serious accidents or injuries

- All incidents are assessed immediately to ensure the safety of the injured and those nearby.
- A qualified first aider will be contacted without delay when a serious accident or injury occurs.
- An ambulance is called for children requiring emergency treatment.
- Defibrillator (AEDs) is clearly marked and accessible at key points. (Only available at Acton Yochien School)
- First aid is given until the ambulance arrives on scene. If at any point it is suspected that the child has died, 'Death of a child on site' procedure is implemented and the police are called immediately.
- The registration form is taken to the hospital with the child.
- Parents/carers are contacted and informed of what has happened and where their child is being taken to.
- The headteacher arranges for a taxi to take the child and carer to hospital for further checks, if deemed to be necessary.

Recording and reporting

- In the event of a serious accident, injury, or serious illness, the headteacher notifies the proprietor.
- The school's leadership and management is consulted before a RIDDOR report is filed.
- If required, a RIDDOR form is completed; one copy is sent to the parent/carers, one for the child's file and one for the local authority Health and Safety Officer.
- The proprietor and Education Coordinator is notified by the school headteacher of any serious accident or injury to, or serious illness of, or the death of, any child whilst in their care in order to be able to notify Ofsted and any advice given will be acted upon. Notification to Ofsted is made as soon as is reasonably practicable and always within 14 days of the incident occurring. The Education Coordinator will, after consultation with the proprietor, inform local child protection agencies of these events.
- Following an incident, the school will review the circumstances and response to identify any improvements to procedures.
- Names of qualified first aiders are displayed.

5.2 Administration of medicine

Designated persons for administration of medicine are:

Junko Tanabe – Finchley Yochien School

Natsuki Kudo – Acton Yochien School

The school only administers medicine to pupils where written parental consent has been provided using the school's medication consent form. Prescription medicines will only be accepted if prescribed by a doctor, dentist, nurse prescriber, or pharmacist prescriber.

Non-prescription medicines will not be administered unless agreed in advance with the headteacher and authorised in writing by parents or carers. Key persons are responsible for administering medication to their key children; ensuring consent forms are completed, medicines stored correctly and records kept.

Administering medicines during the child's session will only be done if absolutely necessary.

If a child has not been given a prescription medicine before, it is advised that parents keep them at home for 48 hours to ensure no adverse effect, and to give it time to take effect.

The designated health and safety officer must check the insurance policy document to be clear about what conditions must be reported to the insurance provider.

Consent for administering medication

- Only a person with parental responsibility (PR), or a foster carer may give consent. A childminder, grandparent, parent's partner who does not have PR, cannot give consent.
- When bringing in medicine, the person with PR informs their key person or class teacher if the key person is not available. The headteacher should also be informed.
- Children are not allowed to carry medication with them. Children may carry their own emergency medication only if agreed in advance and documented in their Healthcare Plan.
- Designated person ensures consent forms are correctly collected and reviewed.
- They will inform the key person and the room leader and a record will be maintained in the child's file.
- Staff who receive the medication, check it is in date and prescribed specifically for the current condition. It must be in the original container (not decanted into a separate bottle). It must be labelled with the child's name and original pharmacist's label.

- Parents are responsible for ensuring that medicines supplied to the school are in date and replaced as necessary.
- Medication dispensed by a hospital pharmacy will not have the child's details on the label but should have a dispensing label. Staff must check with parents/carers and record the circumstance of the events and hospital instructions as relayed to them by the parents/carers.
- Members of staff who receive the medication ask the person with PR to sign a consent form stating the following information. No medication is given without these details:
 - full name of child and date of birth
 - name of medication and strength
 - who prescribed it
 - dosage to be given
 - how the medication should be stored and expiry date
 - a note of any possible side effects that may be expected
 - signature and printed name of parent and date

Storage of medicines

All medicines are stored safely. Refrigerated medication is stored separately in a marked box in the kitchen fridge.

The class teachers take the responsibility of storing the medicine in the medicine cabinet or the fridge in the staff room. They will inform the key person and support the key person to administer the medicine.

- The key person is responsible for ensuring medicine is handed back at the end of the day to the parent/carer.
- For some conditions, medication for an individual child may be kept at the school. In such instances the Healthcare plan form must be completed. Key persons check that it is in date and return any out-of-date medication to the parent/carer.
- Parents do not access where medication is stored, to reduce the possibility of a mix-up with medication for another child, or staff not knowing there has been a change.

Record of administering medicines

A record of medicines administered is kept near the medicine cabinet. When a parent/carer informs the school that their child needs to be administered medicine, the

headteacher informs the class teacher and key person and supports them with the process of administering medicine and completing the relevant paperwork.

- The medicine record book records:
 - name of child
 - name and strength of medication
 - the date and time of dose
 - dose given and method
 - signed by the class teacher and the headteacher
 - verified by parent signature at the end of the day

The headteacher signs the medicine record book to verify that they have witnessed medication being given correctly according to the procedures here.

- No child may self-administer. If children are capable of understanding when they need medication, e.g. for asthma, they are encouraged to tell their key person what they need. This does not replace staff vigilance in knowing and responding.
- Staff administering medication are received appropriated first aid training.
- The medication records are monitored to look at the frequency of medication being given. For example, a high incidence of antibiotics being prescribed for a number of children at similar times may indicate a need for better infection control.

Children with long term medical conditions requiring ongoing medication:

- Risk assessment is carried out for children that require ongoing medication. This is the responsibility of the headteacher and class teacher. Other medical or social care personnel may be involved in the risk assessment.
- Parents/carers contribute to risk assessment. They are shown around the school, understand routines and activities and discuss any risk factor for their child.
- For some medical conditions, key staff will require basic training to understand it and know how medication is administered. Training needs is part of the risk assessment.
- Risk assessment includes any activity that may give cause for concern regarding an individual child's health needs.
- Risk assessment also includes arrangements for medicines on outings; advice from the child's GP's is sought if necessary, where there are concerns.
- The Health care plan form is completed fully with the person with PR; outlining the key person's role and what information is shared with other staff who care for the child.

- The plan is reviewed every six months (more if needed). This includes reviewing the medication, for example, changes to the medication or the dosage, any side effects noted etc.

Managing medicines on trips and outings

- Children are accompanied by their key person, or room leader who is fully informed about their needs and medication.
- Medication is taken in a plastic box labelled with the child's name, name of medication, copy of the consent form and medicine record book, with details as above.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled as above.

Staff taking medication

Staff taking medication must inform the headteacher and the Education Coordinator. The medication must be stored securely in the staff room away from the children. The headteacher and Education Coordinator must be made aware of any contra-indications for the medicine so that they can assess risks and take appropriate action as required.

Legal reference:

Supporting Pupils at School with Medical Conditions (DfE)

Further guidance:

Medication Administration Record (Early Years Alliance 2019)

5.3 Life-saving medication and invasive treatments

Life-saving medication and invasive treatments may include adrenaline injections (Epipens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatment such as rectal administration of Diazepam (for epilepsy).

- The key person responsible for the intimate care of children who require life-saving medication or invasive treatment will undertake their duties in a professional manner having due regard to the procedures listed above.
- The child's welfare is paramount, and their experience of intimate and personal care should be positive. Every child is treated as an individual and care is given gently and sensitively; no child should be attended to in a way that causes distress or pain.
- The key person works in close partnership with parents/carers and other professionals to share information and provide continuity of care.
- Children with complex and/or long-term health conditions have a health care plan in place which takes into account the principles and best practice guidance given here.
- Key persons are aware of infection control best practice, for example, using personal protective equipment (PPE).
- Key persons speak directly to the child, explaining what they are doing as appropriate to the child's age and level of comprehension.
- Children's right to privacy and modesty is respected. Another practitioner is usually present during the process.

Record keeping

For a child who requires invasive treatment the following must be in place from the outset:

- a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered
- written consent from parents (or person with PR) allowing members of staff to administer medication
- proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse
- a healthcare plan

Copies of all letters relating to these children must be sent to the insurance provider for appraisal. Confirmation will then be issued in writing confirming that the insurance has

been extended. A record is made in the medication record book of the intimate/invasive treatment each time it is given.

Safeguarding/child protection

- Practitioners recognise that children with SEND are particularly vulnerable to all types of abuse, therefore the safeguarding procedures are followed rigorously.
- If a practitioner has any concerns about physical changes noted during a procedure, for example unexplained marks or bruising then the concerns are discussed with the designated person for safeguarding and the relevant procedure is followed.

Treatments such as inhalers or Epi-pens must be immediately accessible in an emergency.

5.4 Allergies and food intolerance

When a child starts at the school, parents/carers are asked if their child has any known allergies or food intolerance. This information is recorded on the registration form. The school will take reasonable steps to prevent allergen exposure, but it cannot guarantee a completely allergen-free environment.

- If a child has an allergy or food intolerance, Generic risk assessment form is completed with the following information:
 - the risk identified – the allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc.)
 - the level of risk, taking into consideration the likelihood of the child coming into contact with the allergen
 - control measures, such as prevention from contact with the allergen
 - review measures
- Health care plan form must be completed with:
 - the nature of the reaction e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
 - managing allergic reactions, medication used and method (e.g. Epipen)
- The child's name is added to the Dietary Requirements list.
- A copy of the risk assessment and health care plan is kept in the child's personal file and is shared with all staff.
- Parents/carers show staff how to administer medication in the event of an allergic reaction.
- Generally, no nuts or nut products are used within the school.
- Parents are made aware, so that no nut or nut products are accidentally brought in.
- Any foods containing food allergens are identified on children's menus.
- Children are discouraged from sharing food and drink with others to reduce the risk of accidental allergen exposure.

Oral Medication

- Oral medication must be prescribed or have manufacturer's instructions written on them.
- Staff must be provided with clear written instructions for administering such medication.
- All risk assessment procedures are adhered to for the correct storage and administration of the medication.

- The school must have the parents' prior written consent. Consent is kept on file.

5.5 Poorly children

- If a child appears unwell during the day, for example has a raised temperature, sickness, diarrhoea or pains, particularly in the head or stomach then the school headteacher or class teacher calls the parents and asks them to collect the child or send a known carer to collect on their behalf.
- Children who are unwell will be cared for in a quiet, supervised area away from other pupils while they await collection.
- If a child has a raised temperature, they are kept cool by removing top clothing and keeping away from draft.
- A child's temperature is taken and checked regularly, using a thermometer.
- In an emergency an ambulance is called and the parents are informed.
- Parents/carers are advised to seek medical advice before returning them to the school; the school can refuse admittance to children who have a raised temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics for an infectious illness or complaint, parents are asked to keep them at home for 48 hours.
- After diarrhoea or vomiting, parents/carers are asked to keep children home for 48 hours following the last episode.
- Some activities such as sand and water play will be suspended for the duration of any outbreak.
- The school has information about excludable diseases and exclusion times.
- The headteacher notifies the Education Coordinator if there is an outbreak of an infection (affects more than 2-3 children) and keeps a record of the numbers and duration of each event.
- The Education Coordinator has a list of notifiable diseases and contacts UK Health Security Agency (UKHSA) (and Ofsted when serious case) in the event of an outbreak.
- If staff suspect that a child who falls ill whilst in their care is suffering from a serious disease that may have been contracted abroad such as Ebola, immediate medical assessment is required. The headteacher calls NHS111 and informs parents.
- All staff must follow universal precautions when administering first aid, including wearing gloves when in contact with blood or bodily fluids, and properly disposing of soiled materials.

- The school environment, including surfaces and equipment, will be cleaned thoroughly after a child has displayed symptoms of illness to reduce the risk of cross-infection.

Nits and head lice

- Nits and head lice are not an excludable condition; although in exceptional cases parents/carers may be asked to keep the child away from the school until the infestation has cleared.
- On identifying cases of head lice, all parents/carers are informed and asked to treat their child and all the family, using current recommended treatments methods if they are found.

Further guidance:

Medication Administration Record (Early Years Alliance 2019)

Guidance on infection control in schools and other childcare schools (Public Health Agency)

https://www.publichealth.hscni.net/sites/default/files/Guidance_on_infection_control_in%20schools_poster.pdf

5.6 Oral health

The school provides care for children and promotes health through promoting oral health and hygiene, encouraging healthy eating, healthy snacks and tooth brushing.

- Fresh drinking water is available at all times and easily accessible.
- Sugary drinks are not served.
- Only water and milk are served during snack break.
- Parents/carers are discouraged from sending in confectionery as a snack or treat.

Where children clean their teeth when at the school

- Children are encouraged to brush their teeth as part of their daily routine. Teeth should not be cleaned for at least 30 minutes after a meal as this can cause loss of enamel.
- Each child has their own toothbrush, which is stored individually to prevent accidental contact and cross contamination.
- Toothbrushes should be changed regularly and provided by parents/carers.

Please note: During a pandemic, such as the Covid-19 outbreak, tooth brushing in the school may pose a risk of cross-infection. The school will adapt the policy based on the guidelines from Oral Health adviser from the local council.

6. Behaviour policy

Alongside associated procedures in 6.1 to 6.2, this policy was adopted by Eikoku Maeda Gakuen Finchley and Acton Yochien on 1st September 2025.

All early years settings and schools must consider and meet relevant employer and service provider duties as set out in the Equality Act (2010). Those in receipt of funding must eliminate discrimination including indirect, direct discrimination, discrimination and harassment based on association and perception and discrimination for reason relating to a disability or by failing to make a reasonable adjustment to any provision, criterion, or practice. This duty is anticipatory. Schools must advance equality of opportunity and foster good relations with individuals and groups with protected characteristics namely disability, race (ethnicity), religion and belief, sexual orientation, sex (gender), gender reassignment, age, pregnancy and maternity, marriage, and civil partnership.

This policy sets out the expectations for the behaviour of pupils at Eikoku Maeda Gakuen Finchley and Acton Yochien. It is designed to promote a safe, respectful, and inclusive environment where children can flourish academically, socially, and personally.

Aims

- To promote a culture of mutual respect, kindness, and responsibility.
- To ensure a consistent and fair approach to behaviour management.
- To support the school's aims in providing a positive learning environment.
- To involve pupils, staff, and parents in maintaining high standards of behaviour.

Objectives

We support the definition of inclusion as stated by the Early Childhood Forum:

‘Inclusion is the process of identifying, understanding and breaking down the barriers to participation and belonging.’

We interpret this as consisting of several tasks and processes in relation not only to children but also to parents and visitors in the school.

We promote understanding of discrimination - through training and staff development - the causes and effects of discrimination on both adults and children and the long- term impact of discrimination; the need to protect children from discrimination and ensure that childcare

practice is both accessible and inclusive; the need for relevant support to allow children to develop into confident adults with a strong positive self-identity.

We have principles of;

- Every pupil has the right to learn and every teacher has the right to teach.
- Children are expected to show respect to all members of the school community.
- Good behaviour is recognised, celebrated.
- Poor behaviour is managed in a fair, proportionate, and consistent way.
- Pupils will be supported to understand and take responsibility for their actions.

Developing practice that includes:

- Developing an environment which reflects the 'kaleidoscope' of factors that can provide schools with a myriad of influences and ideas for exploring and celebrating difference.
- Ensuring that barriers to inclusion are identified and removed or minimised wherever possible; for example, we complete Access audit form during self-evaluation.
- Staff are aware of the different barriers to inclusion and equality and consider the wider implications for children and their families.
- Understanding, supporting and promoting the importance of identity for all children and recognising that this comprises multiple facets which are shaped by a 'kaleidoscope' of factors including British values, 'race'\ethnicity and culture, gender, difference of ability, social class, language, religion and belief, and family form and lifestyle, which combine uniquely in the identity of each individual; for example, we welcome and promote bi/multilingualism and the use of alternative communication formats such as sign language, and we promote gender equality while at the same time recognising the differences in play preferences and developmental timetables of girls and boys.
- Recognising that this 'kaleidoscope' also reflects negative images which may be internalised and negatively affect the development of self-concept, self-esteem, and confidence.
- Promoting a welcoming atmosphere that genuinely appreciate British values, different cultural and personal perspectives, without stereotyping and prejudicing cultures and traditions on raising children, by always involving parents/carers.
- Promoting community cohesion and creating an environment that preempts acts of discrimination so that they do not arise.
- Recruitment of staff to reflect cultural and language diversity, disabled staff, and staff of both genders.

- Addressing discrimination as it occurs from children in a sensitive, age-appropriate manner to ensure that everyone involved understands the situation and are offered reassurance and support to achieve resolution.
- Challenging discriminatory behaviour from parents, staff or outside agencies or individuals that affect the well-being of children and the early years community.
- Creating an ethos within which staff work confidently within a culturally complex environment; learning when to change or adapt practice in the school and having the confidence to challenge practice (including parental) that is not in the child's best interest, seeking support and intervention from agencies where appropriate.
- Ensuring that practitioners work closely with the designated person for children with special educational needs to make sure that the additional needs of all children are identified and met.
- We are aware of Equality Act 2010 and able to use it to shape the service and support parents and children against discrimination in the local community, for example, against asylum seekers, the Travelling community and same sex parents.
- We regularly monitor and review our practice including long-term preventative measures to ensure equality such as auditing of provision, formulating an equality plan, applying impact measurements and positive actions. In addition, short term measures such as recognition and assessment of children's additional support needs (e.g. impairment, home language, family hardship, specific family beliefs and practices), day-to-day activities, provision of suitable support and resources, activity programme and curriculum., assessment, recognition of special educational needs and developing inclusive relationships.
- We recognise good behaviour and give a verbal praise, opportunities for leadership and responsibilities, positive feedback to parents.

Legal references:

General Data Protection Regulation 2018

Children and Families Act 2014 Part 3

Special Educational Needs and Disability Code of Practice 2014

Disability Equality Duty 2011

Equality Act 2010

Prevent Strategy 2015

6.1 Promoting inclusion, equality and valuing diversity

We actively promote inclusion, equality of opportunity and value diversity. All early years settings and schools have legal obligations under the Equality Act 2010. Schools also have obligations under the Prevent Duty (2015) which highlights the need to foster equality and prevent children from being drawn into harm and radicalisation.

Promoting identity, positive self-concept and self-esteem for all children through treating each child as an individual and with equal concern, ensuring each child's developmental and emotional needs are recognised and met.

- Promoting inclusive practice to ensure every child is welcomed and valued.
- Discussing aspects of family/child identity with parents/carers when settling in a new child.
- Maintaining a positive non-judgemental attitude and use of language with children to talk about topics such as family composition/background, eye and skin colour, hair texture, sex, gender, physical attributes and languages spoken (including signing).
- Becoming knowledgeable about different cultures, and individual subjective perceptions of these and being able to reflect them imaginatively and creatively in the school to create pride, interest and positive self-identity.
- Discussing similarities and differences positively without bias and judgement.
- Celebrating festivals, holy days and special days authentically through involving parents/carers, staff or the wider community to provide a positive experience for all.
- Providing books with positive images of children and families from all backgrounds and abilities. Avoiding caricatures or cartoon-like depictions, and ensuring individual differences are portrayed with sensitive accuracy. The central characters in individual stories should provide a positive, broad representation of diversity e.g. disability, ethnicity, sex and gender, age and social backgrounds. Individual storylines should contain a range of situations which are easily identifiable by children such as those that include disabled children/adults, different ethnic groups, mixed heritage families, gender diversity, single sex/same and different sex families, multi-generational households and cultural diversity.
- Providing visual materials, such as posters and pictures that provide non-stereotypical images of people, places and cultures and roles that are within children's range of experience. This includes photographs taken by staff of the local and wider community, of parents and families and local events.

- Using textiles, prints, sculptures or carvings from diverse cultures in displays.
- Providing artefacts from a range of cultures, particularly for use in all areas of the school, not just in the home corner.
- Ensuring toys, learning materials and resources reflect diversity and provide relevant materials for exploring aspects of difference, such as skin tone paints and pens.
- Developing a range of activities through which children can explore aspects of their identity, explore similarities, differences and develop empathy.
- Record keeping that refers to children's emerging language skills (Japanese/English and any other home language) or their use of sign language as achievements in positive terms.
- Record keeping that refers to children's differing abilities and identities in positive terms.
- Records that show the relevant involvement of all children, especially children with special educational needs and disabilities, those using Japanese as an additional language and those who are 'more abled' in the planning of their care and education.

Fostering positive attitudes and challenging discrimination.

- Young children are learning how to grow up in a diverse world and develop appropriate attitudes. This can be difficult, and they may make mistakes and pick up inappropriate attitudes or just get the 'wrong idea' that may underlie attitudes of 'pre-prejudice' towards specific individuals/groups. Where children make remarks or behave in a discriminatory or prejudiced way or make inappropriate comments that arise from not knowing facts, staff should explain why these actions are not acceptable and provide appropriate information and intervention to reinforce children's understanding and learning.
- Where children make overtly prejudiced or discriminatory remarks they are dealt with as above, and the issue is raised with the parents.
- When children wish to explore aspects of their identity such as ethnicity or gender, they should be listened to in an understanding and non-judgemental way.
- Parents/carers are expected to abide by the policy for inclusion, diversity and equality and to support their child in the aims of the school.

Implementing an equality strategy to foster a 'can do' approach

- An equality check and access audit are completed to ensure that there are no barriers to inclusion of any child, families and visitors to the school.

- Early years settings and schools in receipt of nursery education funding are covered by the public sector equality duty. These bodies must have regard to the need to eliminate discrimination, promote equality of opportunity, foster good relations between disabled and non-disabled persons, and publish information to show their compliance with the duty.

Promoting dynamic and balanced mixed gender, culturally, socially, and linguistically diverse staff teams who work constructively together in providing for diverse communities.

- It is recognised that members of staff in diverse teams bring a range of views and opinions to the school regarding a range of issues to do with the job. It is important that a range of views and perspectives are shared and respected in staff meetings and that decisions are made on which way of looking at the situation will result in the best outcomes for the child.
- Staff views are sought where these offer individuals, social and/or cultural insight, although staff should not be put in an uncomfortable position of being an 'expert' or 'ambassador'.
- Staff respect similarities and differences between each other and users such as ability, disability, religious and personal beliefs, sex, sexual orientation, gender reassignment etc. Staff do not discriminate or harass individuals on the grounds of these or encourage any other member of staff to do so; evidence of such will be dealt with by management immediately.
- Members of staff make the best use of different perspectives in the team to find solutions to difficult problems that arise in socially/culturally complex situations.
- Members of staff support each other to highlight similarities and respect differences.
- Members of staff of both sexes carry out all tasks according to their job description; there are no jobs that are designated men's or women's jobs.
- Staff are sensitive to the fact that male workers are under-represented in the early years workforce so may be more likely to experience inequality and discrimination.
- Staff should be aware that male workers may be more vulnerable to allegations. Therefore, work practices should be developed to minimise this. These practices are valuable for all staff.
- There is an ethos wherein staff, parents/carers and children are free to express themselves and speak their own languages in ways that enhance the culture of the school.

Supporting children to become considerate adults

- Children's social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and Universal values. The EYFS supports children's earliest skills in an age appropriate way to become social citizens, namely listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; risk taking behaviours, rules and boundaries; not to hurt/upset other people with words and actions; consequences of hurtful/discriminatory behaviour and regulating behaviour.

British values

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the Early Years Foundation Stage and Independent School Standards.

Democracy: making decisions together

- For self-confidence and self-awareness (PSED/PSHE), practitioners encourage children to see the bigger picture, children know their views count, value each other's views and values and talk about feelings e.g. when they do or do not need help.
- Supporting the decisions children make and providing activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds, where questions are valued and prejudice attitudes less likely.

Rule of law: understanding rules matter (PSED/PSHE)

- Practitioners ensure children understand their and others' behaviour and consequences.
- Practitioners collaborate with children to create rules and codes of behaviour, e.g. rules about tidying up and ensure all children understand that rules apply to everyone.

Individual liberty: freedom for all (PSED & UTW/PSHE & SMSC)

- Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, exploring facets of their own identity, talking about their experiences and learning. Practitioners encourage a range of experiences, allow children to explore the language of feelings and responsibility, reflect on differences and understand we are free to have different opinions, for example in a small group discussing what they feel about transferring to Primary school.

Mutual respect and tolerance: treat others as you want to be treated (PSED & UTW/PSHE&SMSC)

- Staff create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves, others and among families, faiths, communities, cultures and traditions.
- Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting others' opinions.
- Staff promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural/racial stereotyping.

It is not acceptable to:

- actively promote intolerance of other faiths, cultures and races
- fail to challenge gender stereotypes and routinely segregate girls and boys
- isolate children from their wider community
- fail to challenge behaviours (whether of staff, children, or parents/carers) that are not in line with the fundamental values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

6.2 Promoting Positive Behaviour and Self-Regulation through Co-Regulation

Policy statement

At Maeda Gakuen, we firmly believe that 'All behaviour is Communication'. In line with the new research and the emphasis on self-regulation in the revised version of the Early Years Foundation Stage statutory framework, we are adopting the Self-regulation through Co-regulation procedure.

Code of Conduct

All children are expected to:

- Treat others with kindness, honesty and respect.
- Attend school regularly and punctually.
- Move around the school calmly and sensibly.
- Take care of the school environment and property.
- Avoid all forms of bullying.
- Take responsibilities for their actions.

Promoting Positive Behaviour

Practitioners co-regulate by being consistent, positive and reflective with our children ensuring that they are attuned, actively listening and responding to children's needs and thus co-regulating their emotional state. Practitioners support children's emotions when experiencing stressors through continuous reassurance, cuddles, eye contact and tone of voice, to support them in line with their needs at that time – not reprimanding or isolating them.

Patterns of emotional exchange contribute to the formation of children's sense of self and to mutual expectations within relationships and high-quality early years provision can make all the difference to promoting the emotional and social wellbeing of children.

Below are just a few ways in which our practitioners support self-regulation:

- Encouraging a child to talk through their emotions can go halfway towards diffusing their intensity
- Nurturing children's emotional vocabulary
- Scaffolding the behaviour that we want to encourage

- Giving models that can be imitated and applied to a range of scenarios
- Praising children for the attempts they make at managing 'big', overwhelming emotions
- Refraining from making unhelpful judgements – as they do nothing to nurture alternative behaviours
- Viewing challenging situations as learning opportunities
- Involving children in decision-making processes
- Finding alternative ways to diffuse difficult emotions – glitter jars and breathing techniques.
- Staff models calm, respectful and emotionally regulated behaviour at all times to support pupils in learning how to manage their own emotions.
- Positive behaviour is actively taught and reinforced through clear expectations, consistent routines, and supportive adult interactions.
- Staff work in partnership with parents and carers to support the development of self-regulation at home and in school.

Focused intervention approach

- The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.
- Where we have considered all possible reasons, then a focused intervention approach should then be applied.
- This approach allows the key person to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- We follow the ABC method which uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.
- Where necessary and appropriate, the school may involve external agencies to provide additional guidance, assessment, or support.

- Parent are asked to support the school in promoting good behaviour and engaging with interventions.

Use of rewards and sanctions

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet an adult's own expectations in order to obtain a reward (or for fear of a sanction). If used then the type of rewards and their functions must be carefully considered before applying.
- Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary children can be accompanied and removed from the group in order to calm down and if appropriate, helped to reflect on what has happened.
- Parents or guardians will be informed of repeated or serious behaviour concerns through phone calls, emails, or formal letters.
- Suspension (fixed-term exclusion) may be considered in response to serious or repeated breaches of the Behaviour policy.
- All sanctions will be applied fairly, proportionately, and in line with the school's values, ensuring that pupils understand the reasons and are supported to improve.
- The school will take into account individual circumstances, including any special educational needs or disabilities, before deciding on appropriate sanctions.

Use of physical intervention

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. When a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.

- Staff should not use physical intervention – or the threat of physical intervention, to manage a child’s behaviour unless it is necessary to use ‘reasonable force in order to prevent children from injuring themselves or others or damage property’ (EYFS).
- If ‘reasonable force’ has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child’s file, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used or threatened.

Challenging Behaviour/Aggression by children towards other children

- Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed.
- A restorative conversation may be held between the child and affected individuals to encourage accountability and repair relationships.
- The DSL/DDSL will contact children’s social services if appropriate, i.e., if a child has been seriously injured, or if there is reason to believe that a child’s challenging behaviour is an indication that they themselves are being abused.
- The DSL/DDSL will make a written record of the incident, which is kept in the child’s file; in line with the Safeguarding children, young people and vulnerable adults policy.
- The DSL/DDSL should complete a risk assessment related to the child’s challenging behaviour to avoid any further instances.
- The DSL/DDSL should meet with the parents of the child who has been affected by the behaviour to advise them of the incident and the setting’s response to the incident.
- Ofsted should be notified if appropriate, i.e., if a child has been seriously injured.
- Relevant health and safety procedures for dealing with concerns and complaints should be followed.
- Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

Bullying is a behaviour that both parents and practitioners worry about. Bullying is a deliberate, aggressive and repeated action, which is carried out with intent to cause harm or distress to others. It requires the child to have 'theory of mind' and a higher level of reasoning and thinking, all of which are complex skills that most three-year-olds have not yet developed (usually after the age of four along with empathy). Therefore, an outburst by a three-year-old is more likely to be a reflection of the child's emotional well-being, their stage of development or a behaviour that they have copied from someone else.

Young children are keen observers and more likely to copy behaviours, which mimic the actions of others, especially the actions of people they have established a relationship with. These are learnt behaviours rather than premeditated behaviours because children this young do not have sufficiently sophisticated cognition to carry out the type of bullying an older child can do. Unless addressed early, this type of pre-bullying behaviour in young children can lead on to bullying behaviour later in childhood. The fear is that by labelling a child as a bully so early in life we risk influencing negative perceptions and expectations of the child which will impact on their self-image, self-esteem and may adversely affect their long term behaviour. This label can stick with the child for the rest of their life.

Challenging unwanted behaviour from adults in the school

Maeda Gakuen Yochien will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.

Allegations of discriminatory remarks or behaviour including xenophobia made in the school by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.

Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded on the child's file and is reported to headteacher. The procedure is explained and the parent asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child's place.

7. Safeguarding children, young people and vulnerable adults policy

Alongside associated procedures in 7.1 to 7.11, this policy was adopted by Eikoku Maeda Maeda Gakuen Finchley and Acton Yochien School on 1st September 2025.

Designated Safeguarding Lead (DSL) is: Yoko Koike Campbell

Deputy Designated Safeguarding Lead (DDSL) is: Junko Tanabe

Aim

We are committed to safeguarding children, young people and vulnerable adults and will do this by putting young people and vulnerable adult's right to be 'strong, resilient and listened to' at the heart of all our activities.

Eikoku Maeda Gakuen's 'three key commitments' are broad statements against which policies and procedures will be drawn to provide a consistent and coherent strategy for safeguarding children, young people and vulnerable adults in all services provided. The three key commitments are:

1. Eikoku Maeda Gakuen is committed to building 'a culture of safety' in which children, young people and vulnerable adults are protected from abuse and harm in all areas of its service delivery.
2. Eikoku Maeda Gakuen is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'Keeping children safe in education', 'What to do if you are worried a child is being abused' (HMG 2015) and 'No Secrets (updated by the Care Act 2014) and Working Together to Safeguard Children 2018.
3. Eikoku Maeda Gakuen is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering children, young people, and vulnerable adults, through its curriculum, promoting their right to be 'strong, resilient and listened to'.

A 'young person' is defined as 16–19-year-old. In a school, they may be a student, worker, or parent/carer.

A 'vulnerable adult' (see guidance to the Care Act 2014) as: 'a person aged 18 years or over, who is in receipt of or may need community care services by reason of 'mental or other disability, age or illness and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation'. In early years, this person may be a service user, parent/carer of a service user, or a volunteer.

Key Commitment 1

- We have a DSL, sometimes known as the designated person, who is responsible for carrying out child, young person, or adult protection procedures.
- There is a DDSL who acts in the absence of the DSL.
- The DSL and the DDSL ensure they have links with statutory and voluntary organisations regarding safeguarding children.
- The DSL and the DDSL ensure they have received appropriate training on child protection matters and that all staff are adequately informed and/or trained to recognise possible child abuse in the categories of physical, emotional and sexual abuse and neglect.
- The DSL and the DDSL ensure all staff are aware of the additional vulnerabilities that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation or culture and that these receive full consideration in child, young person or adult protection related matters.
- The DSL and the DDSL ensure that staff are aware and receive training in social factors affecting children's vulnerability including
 - social exclusion
 - domestic violence and controlling or coercive behaviour
 - mental illness
 - drug and alcohol abuse (substance misuse)
 - parental learning disability
 - radicalisation
- The DSL and the DDSL ensure that staff are aware and receive training in other ways that children may suffer significant harm and stay up to date with relevant contextual safeguarding matters:
 - abuse of disabled children
 - fabricated or induced illness
 - child abuse linked to spirit possession
 - sexually exploited children

- children who are trafficked and/or exploited
 - female genital mutilation
 - extra-familial abuse and threats
 - children involved in violent offending, with gangs and county lines.
 - child on child abuse and bullying
- The DSL and the DDSL ensure they are adequately informed in vulnerable adult protection matters.

Key Commitment 2

- Safeguarding is the responsibility of every person undertaking the work of the school in any capacity.
- There are procedures for dealing with allegations of abuse against a member of staff, or any other person undertaking work whether paid or unpaid for the school, where there is an allegation of abuse or harm of a child. Procedures differentiate clearly between an allegation, a concern about quality of care or practice and complaints.
- There are procedures in place for reporting possible abuse of children or a young person in the school.
- There are procedures in place for reporting safeguarding concerns where a child may meet the s17 definition of a child in need (Children Act 1989) and/or where a child may be at risk of significant harm, and to enable staff to make decisions about appropriate referrals using local published threshold documents.
- There are procedures in place to ensure staff recognise children and families who may benefit from early help and can respond appropriately using local early help processes and DSL and DDSL should ensure all staff understand how to identify and respond to families who may need early help.
- There are procedures in place for reporting possible abuse of a vulnerable adult in the school.
- There are procedures in place in relation to escalating concerns and professional challenges.
- There are procedures in place for working in partnership with agencies involving a child, or young person or vulnerable adult, for whom there is a protection plan in place. These procedures also take account of working with families with a 'child in need' and with families in need of early help, who are affected by issues of vulnerability such as social exclusion, radicalisation, domestic violence, mental illness, substance misuse and parental learning disability.

- These procedures take account of diversity and inclusion issues to promote equal treatment of children and their families and that take account of factors that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture.
- There are procedures in place for record keeping, confidentiality and information sharing, which are in line with data protection requirements.
- We follow government and LSP guidance in relation to extremism.
- The procedures of the Local Safeguarding Partners must be followed.

Key Commitment 3

- All staff receive adequate training in child protection matters and have access to the school's policy and procedures for reporting concerns of possible abuse and the safeguarding procedures of the Local Safeguarding Partners.
- All staff must be alert to any issues of concern in the child's life at home or elsewhere.
- All staff have adequate information on issues affecting vulnerability in families such as social exclusion, domestic violence, mental illness, substance misuse and parental learning disability, together with training that takes account of factors that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture.
- We use available curriculum materials for young children, taking account of information in the Early Years Foundation Stage, that enable children to be strong, resilient, and listened to.
- All services seek to build the emotional and social skills of children and young people who are service users in an age-appropriate way, including increasing their understanding of how to stay safe.
- We adhere to Keeping children safe in education, the Independent School Standards and EYFS Safeguarding and Welfare requirements.

Legal references:

Children Act 1989 s17

Protection of Children Act 1999

Care Act 2014

Children Act 2004 s11

Children and Social Work Act 2017

Safeguarding Vulnerable Groups Act 2006

Counter-Terrorism and Security Act 2015
General Data Protection Regulation 2018
Data Protection Act 2018
Modern Slavery Act 2015
Sexual Offences Act 2003
Serious Crime Act 2015
Criminal Justice and Court Services Act (2000)
Human Rights Act (1998)
Equalities Act (2006)
Equalities Act (2010)
Disability Discrimination Act (1995)
Freedom of Information Act (2000)

Further Guidance:

Working Together to Safeguard Children (HMG 2018)
Statutory Framework for the Early Years Foundation Stage 2025
What to Do if You're Worried a Child is Being Abused (HMG 2015)
Prevent duty guidance for England and Wales 2023
Keeping Children Safe in Education 2025
The Common Assessment Framework (2006)
Statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE 2015)
Information sharing advice for safeguarding practitioners (DfE 2018)
The Team Around the Child (TAC) and the Lead Professional (CWDC 2009)
The Common Assessment Framework (CAF) – guide for practitioners (CWDC 2010)
The Common Assessment Framework (CAF) – guide for managers (CWDC 2010)
Multi-Agency Statutory Guidance on Female Genital Mutilation (HMG. 2016)
Multi-Agency Public Protection Arrangements (MAPPA) 2023
Safeguarding Children from Abuse Linked to a Belief in Spirit Possession (HMG 2012)
Safeguarding Children in whom Illness is Fabricated or Induced (HMG 2007)
Safeguarding Disabled Children: Practice Guidance (DfE 2009)
Safeguarding Children who may have been Trafficked (DfE and Home Office 2011)
Child sexual exploitation: definition and guide for practitioners (DfE 2017)
Handling Cases of Forced Marriage: Multi-Agency Practice Guidelines (HMG 2014)

7.1 Responding to safeguarding or child protection concerns

Safeguarding roles

- All staff recognise and know how to respond to signs and symptoms that may indicate a child is suffering from or likely to be suffering from harm. They understand that they have a responsibility to act immediately by discussing their concerns with the DSL or DDSL.
- The DSL and DDSL are responsible for coordinating action taken by the school to safeguard vulnerable children and adults.
- All concerns about the welfare of children in the school should be reported to the DSL or DDSL.
- The DSL ensures that all practitioners are alert to the indicators of abuse and neglect and understand how to identify and respond to these.
- The school will not operate without an identified designated person at any time.
- The DSL is supported by the local authority.
- The DSL takes actions to safeguard children and vulnerable adults and at times may seek advice from the local authority.
- Issues which may require notifying Ofsted are notified to the local authority as well. The DSL and DDSL must remain up to date with Ofsted reporting and notification requirements.
- If there is an incident, which may require reporting to RIDDOR, the DSL immediately seeks guidance from the proprietor. There continues to be a requirement that the DSL follows legislative requirements in relation to reporting to RIDDOR.
- All schools follow procedures of their Local Safeguarding Partners (LSP) for safeguarding and any specific safeguarding procedures such as responding to radicalisation/extremism concerns. Procedures are followed for managing allegations against staff, as well as for responding to concerns and complaints raised about quality or practice issues, whistle-blowing and escalation.

Responding to marks or injuries observed

- If a member of staff observes or is informed by a parent/carer of a mark or injury to a child that happened at home or elsewhere, the member of staff makes a record of the information given to them by the parent/carer in the child's personal file, which is signed by the parent/carer.

- The member of staff advises the DSL/DDSL as soon as possible if there are safeguarding concerns about the circumstance of the injury.
- If there are concerns about the circumstances or explanation given, by the parent/carer and/or child, the DSL decides the course of action to be taken after reviewing Child welfare and protection summary and completing Safeguarding incident reporting form.
- If the mark or injury is noticed later in the day and the parent is not present, this is raised with the DSL/DDSL.
- If there are concerns about the nature of the injury, and it is unlikely to have occurred at the school, the DSL/DDSL decides the course of action required and Safeguarding incident reporting form is completed, taking into consideration any explanation given by the child.
- If there is a likelihood that the injury is recent and occurred at the school, this is raised with the DSL/DDSL.
- If there is no cause for further concern, a record is made in the Accident Record, with a note that the circumstances of the injury are not known.
- If the injury is unlikely to have occurred at the school, this is raised with the DSL/DDSL.
- The parent/carer is advised at the earliest opportunity.
- If the parent/carer believes that the injury was caused at the school this is still recorded in the Accident Record and an accurate record made of the discussion is made on the child's personal file.

Responding to the signs and symptoms of abuse

- Concerns about the welfare of a child are discussed with the DSL/DDSL without delay (within 24 hours).
- A written record is made of the concern on the Safeguarding concern diary as soon as possible (within 24 hours).
- Concerns that a child is in immediate danger or at risk of significant harm are responded to immediately and if a referral is necessary this is made on the same working day. The DSL/DDSL may decide to call 999 if they have a reason to believe that the child/young person may be in danger.

Responding to a disclosure by a child

- When responding to a disclosure from a child, the aim is to get just enough information to take appropriate action.

- The practitioner listens carefully and calmly, allowing the child time to express what they want to say.
- Staff do not attempt to question the child but if they are not sure what the child said, or what they meant, they may prompt the child further by saying 'tell me more about that'.
- After the initial disclosure, staff speak immediately to the DSL/DDSL. They do not further question or attempt to interview a child.
- If a child shows visible signs of abuse such as bruising or injury to any part of the body and it is age appropriate to do so, the key person will ask the child how it happened.
- When recording a child's disclosure on Safeguarding concern diary, their exact words are used as well as the exact words with which the member of staff responded.
- If marks or injuries are observed, these are recorded on a body diagram.

Decision making (all categories of abuse)

- The designated person makes a professional judgement about referring to other agencies, including Social Care using the Local Safeguarding Partnership (LSP) threshold document:
 - Level 1: Universal - Child's needs are being met.
 - Level 2: Universal Plus - Additional professional support is needed to meet the child's needs.
 - Level 3: Targeted - Targeted Early Help. Coordinated response needed to address multiple or complex problems.
 - Level 4: Specialist - Statutory intervention required. Children in acute need, likely to be experiencing, or at risk of experiencing significant harm.
- Staff are alert to indicators that a family may benefit from early help services and should discuss this with the DSL, also completing Safeguarding concern diary if they have not already done so.

Seeking consent from parents/carers to share information before making a referral for early help.

Parents/carers are made aware of the school's Privacy Notice which explains the circumstances under which information about their child will be shared with other agencies. When a referral for early help is necessary, the DSL must always seek consent from the child's parents to share information with the relevant agency.

- If consent is sought and withheld and there are concerns that a child may become at risk of significant harm without early intervention, there may be sufficient grounds to override a parental decision to withhold consent.
- If a parent/carer withholds consent, this information is included on any referral that is made to the local authority. In these circumstances a parent/carer should still be told that the referral is being made beforehand (unless to do so may place a child at risk of harm).

Informing parents when making a child protection referral

Parents or carers are normally informed of a referral unless doing so would place the child at increased risk, for example;

- there is a possibility that a child may be put at risk of harm by discussion with a parent/carer, or if a serious offence may have been committed, as it is important that any potential police investigation is not jeopardised
- there are potential concerns about sexual abuse, fabricated illness, FGM or forced marriage
- contacting the parent/carer puts another person at risk; situations where one parent may be at risk of harm, e.g. domestic abuse; situations where it has not been possible to contact parents to seek their consent may cause delay to the referral being made

The DSL makes a professional judgement regarding whether consent (from a parent/carer) should be sought before making a child protection referral as described above. They record their decision about informing or not informing parents/carers along with an explanation for this decision. Advice will be sought from the appropriate children's social work team if there is any doubt. Advice can also be sought from the designated officer.

Referring

- The DSL/DDSL follow their LSP procedures for making a referral.
- If the DSL and DDSL are not reachable, the most senior member of staff present takes responsibility for making the referral to social care.
- If a child is believed to be in immediate danger, or an incident occurs at the end of the school day and staff are concerned about the child going home that day, then the Police and/or social care are contacted immediately.
- If the child is 'safe' because they are still in the school, and there is time to do so, the senior member of staff contacts the school's DSL/DDSL for support.

Further recording

- Information is recorded in the Child Protection file. Discussion with parents and any further discussion with social care is recorded. If recording a conversation with parents that is significant, regarding the incident or a related issue, parents are asked to sign and date it a record of the conversation. It should be clearly recorded what action was taken, what the outcome was and any follow-up.
- Copies of all documents are kept and stored securely and confidentially.
- Each member of staff/volunteer who has witnessed an incident or disclosure should also make a written statement on the Child Protection file.
- The referral is recorded on Child Protection file.
- Follow up phone calls to or from social care are recorded in the child's file; with date, time, the name of the social care worker and what was said.
- Safeguarding records are kept up to date and made available for confidential access by the designated officer to allow continuity of support during closures or holiday periods.

Professional disagreement/escalation process

- If a practitioner disagrees with a decision made by the DLS not to make a referral to social care they must initially discuss and try to resolve it with them.
- If the disagreement cannot be resolved with the DSL and the practitioner continues to feel a safeguarding referral is required then they discuss this with the LA.
- If issues cannot be resolved the whistle-blowing policy should be used, as set out below.

Whistleblowing

The whistle blowing procedure must be followed in the first instance if:

- a criminal offence has been committed, is being committed or is likely to be committed
- a person has failed, is failing or is likely to fail to comply with any legal obligation to which he or she is subject. This includes non-compliance with policies and procedures, breaches of legal requirements
- a miscarriage of justice has occurred, is occurring or is likely to occur
- the health and safety of any individual has been, is being or is likely to be endangered
- the working environment has been, is being or is likely to be damaged;
- that information tending to show any matter falling within any one of the preceding clauses has been, is being or is likely to be deliberately concealed

There are 3 stages to raising concerns as follows:

1. If staff wish to raise or discuss any issues which might fall into the above categories, they should normally raise this issue with their headteacher.
2. Staff who are unable to raise the issue with their headteacher should raise the issue with the proprietor.
3. Ultimately, if an issue cannot be resolved and the member of staff believes a child remains at risk because the school or the local authority have not responded appropriately, the NSPCC have introduced a whistle-blowing helpline 0800 028 0285 for professionals who believe that:
 - their own or another employer will cover up the concern
 - they will be treated unfairly by their own employer for complaining
 - if they have already told their own employer and they have not responded

Female genital mutilation (FGM)

Practitioners should be alert to symptoms that would indicate that FGM has occurred, or may be about to occur, and take appropriate safeguarding action. DSL should contact the police immediately as well as refer to children's services local authority social work if they believe that FGM may be about to occur.

It is illegal to undertake FGM or to assist anyone to enable them to practice FGM under the Female Genital Mutilation Act 2003, it is an offence for a UK national or permanent UK resident to perform FGM in the UK or overseas. The practice is medically unnecessary and poses serious health risks to girls. FGM is mostly carried out on girls between the ages of 0-15, statistics indicate that in half of countries who practise FGM girls were cut before the age of 5. LSP guidance must be followed in relation to FGM, and the designated person is informed regarding specific risks relating to the culture and ethnicity of children who may be attending their school and shares this knowledge with staff.

Symptoms of FGM in very young girls may include difficulty walking, sitting or standing; painful urination and/or urinary tract infection; urinary retention; evidence of surgery; changes to nappy changing or toileting routines; injury to adjacent tissues; spends longer than normal in the bathroom or toilet; unusual and /or changed behaviour after an absence from the school (including increased anxiety around adults or unwillingness to talk about home experiences or family holidays); parents are reluctant to allow child to undergo normal medical examinations; if an older sibling has undergone the procedure a younger sibling may be at risk; discussion about plans for an extended family holiday.

Further guidance:

NSPCC 24-hour FGM helpline: 0800 028 3550 or email fgmhelp@nspcc.org.uk

Government help and advice: www.gov.uk/female-genital-mutilation

Children and young people vulnerable to extremism or radicalisation

Early years settings, schools and local authorities have a duty to identify and respond appropriately to concerns of any child or adult at risk of being drawn into terrorism. LSP's have procedures which cover how professionals should respond to concerns that children or young people may be at risk of being influenced by or being made vulnerable by the risks of extremism.

There are potential safeguarding implications for children and young people who have close or extended family or friendship networks linked to involvement in extremism or terrorism.

- The DSL/DDSL are required to familiarise themselves with LSP procedures, as well as online guidance including:
 - Channel Duty guidance: Protecting people vulnerable to being drawn into terrorism www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance
 - Prevent Strategy (HMG 2011) www.gov.uk/government/publications/prevent-strategy-2011
 - The prevent duty: for schools and childcare providers www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
- The DSL/DDSL should follow LSP guidance in relation to how to respond to concerns regarding extremism and ensure that staff know how to identify and raise any concerns in relation to this with them.
- The DSL/DDSL must know how to refer concerns about risks of extremism/radicalisation to their LSP safeguarding team, as appropriate.
- The DSL/DDSL should also ensure that they and all other staff working with children and young people understand how to recognise that someone may be at risk of violent extremism.
- The DSL/DDSL also ensures that all staff complete The Prevent Duty training.
- The DSL/DDSL should understand the perceived terrorism risks in relation to the area that they deliver services in.

Parental consent for radicalisation referrals

LSP procedures are followed in relation to whether parental consent is necessary prior to making a referral about a concern that a child or adult may be at risk of being drawn into terrorism. It is good practice to seek the consent of the person, or for very young children, the consent of their parent/carer prior to making a referral, but it is not a requirement to seek consent before referring a concern regarding possible involvement in extremism or terrorism if it may put a child at risk, or if an offence may have been or may be committed. Advice should be sought from LA responsible for safeguarding, as to whether or not consent should be sought on a case-by-case basis. DSL should be mindful that discussion regarding potential referral due to concerns may be upsetting for the subject of the referral and their family. Initial advice regarding whether an incident meets a threshold for referral can be sought from the relevant local agency without specific details such as names of the family being given in certain circumstances.

If there is a concern that a person is already involved in terrorist activity this must be reported to the Anti-Terrorist Hotline 0800 789 321-Text/phone 0800 0324 539. Police can be contacted on 101.

Concerns about children affected by gang activity/serious youth violence

Practitioners should be aware that children can be put at risk by gang activity, both through participation in and as victims of gang violence. Whilst very young children will be very unlikely to become involved in gang activity they may potentially be put at risk by the involvement of others in their household in gangs, such as an adult sibling or a parent/carer. DSL/DDSL should be familiar with their LSP guidance and procedures in relation to safeguarding children affected by gang activity and ensure this is followed where relevant.

Honour based violence

Honour-based violence, which includes assault, imprisonment and murder can be used to punish an individual for undermining what the family or community believes to be the correct code of behaviour.

In an emergency police should be contacted on 999.

7.2 Allegations against staff, volunteers or agency staff

Concerns may come from a parent, child, colleague or member of the public. Allegations or concerns must be referred to the designated person without delay - even if the person making the allegation later withdraws it.

Identifying

An allegation against a member of staff, volunteer or agency staff constitutes serious harm or abuse if they:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child in a way that indicates they may pose a risk of harm to children

Informing and recording

- All staff report allegations to the headteacher.
- The headteacher alerts the Local Authority Designated Officer (LADO) immediately (within one working day). Together they should form a view about what immediate actions are taken to ensure the safety of the children and staff in the school, and what is acceptable in terms of fact-finding.
- It is essential that no investigation occurs until and unless the LADO has expressly given consent for this to occur, however, the person responding to the allegation does need to have an understanding of what explicitly is being alleged.
- The headteacher must take steps to ensure the immediate safety of children, parents/carers, and staff on that day within the school.
- If the LADO is on leave or cannot be contacted the LADO team manager is contacted and/or advice sought from the point of entry safeguarding team/mash/point of contact, according to local arrangements.
- A child protection referral is made by the headteacher if required. The LADO, line managers and local safeguarding children's services can advise on whether a child protection referral is required.
- The headteacher asks for clarification from the LADO on the following areas:
 - what actions the headteacher must take next and when and how the parents/carers of the child are informed of the allegation

- whether or not the LADO thinks a criminal offence may have occurred and whether the police should be informed and if so who will inform them
 - whether the LADO is happy for the school to pursue an internal investigation without input from the LADO, or how the LADO wants to proceed
 - whether the LADO thinks the person concerned should be suspended, and whether they have any other suggestions about the actions the headteacher has taken to ensure the safety of the children and staff attending the school
- The headteacher records details of discussions and liaison with the LADO including dates, type of contact, advice given, actions agreed and updates on the child's Child Protection file.
 - Parents/carers are not normally informed until discussion with the LADO has taken place, however in some circumstances the headteacher may need to advise parents of an incident involving their child straight away, for example if the child has been injured and requires medical treatment.
 - Staff do not investigate the matter unless the LADO has specifically advised them to investigate internally. Guidance should also be sought from the LADO regarding whether or not suspension should be considered. The person dealing with the allegation must take steps to ensure that the immediate safety of children, parents and staff is assured. It may be that in the short-term measures other than suspension, such as requiring a staff member to be office based for a day, or ensuring they do not work unsupervised, can be employed until contact is made with the LADO and advice given.
 - The headteacher ensures staff fill in Child Protection record.
 - If after discussion with the headteacher, the LADO decides that the allegation is not obviously false, and there is cause to suspect that the child/ren is suffering or likely to suffer significant harm, then the LADO will normally refer the allegation to children's social care.
 - If notification to Ofsted is required the headteacher will inform Ofsted as soon as possible, but no later than 14 days after the event has occurred. The headteacher will liaise with the LA about notifying Ofsted.
 - The headteacher ensures that the Child Protection record is completed and sent to the proprietor as well.
 - Avenues such as performance management or coaching and supervision of staff will also be used instead of disciplinary procedures where these are appropriate and

proportionate. If an allegation is ultimately upheld the LADO may also offer a view about what would be a proportionate response in relation to the accused person.

- The headteacher must consider revising or writing a new risk assessment where appropriate, for example if the incident related to an instance where a member of staff has physically intervened to ensure a child's safety, or if an incident relates to a difficulty with the environment such as where parents/carers and staff are coming and going and doors are left open.
- All allegations are investigated even if the person involved resigns or ceases to be a volunteer.
- A written record of all allegations, discussions, and decisions will be kept securely.
- Where an allegation is found to be false, unsubstantiated, or malicious, the school will ensure the individual's reputation is restored, and appropriate support is offered.
- Low-level concerns that do not meet the LADO threshold will be managed under the school's Low-Level Concerns policy and recorded appropriately.

Allegations against the headteacher

- If a member of staff has concerns that the headteacher has behaved in a way that indicates they are not suitable to work with children as listed above, this is reported to the proprietor who will investigate further.
- During the investigation, the proprietor will identify another suitably experienced person to take on the role of headteacher.

Disclosure and Barring Service

If a member of staff is dismissed because of a proven or strong likelihood of child abuse, inappropriate behaviour towards a child, or other behaviour that may indicate they are unsuitable to work with children such as drug or alcohol abuse, or other concerns raised during supervision when the staff suitability checks are done, a referral to the Disclosure and Barring Service is made.

Escalating concerns

- If a member of staff believes at any time that children may be in danger due to the actions or otherwise of a member of staff or volunteer, they must discuss their concerns immediately with the headteacher.

- If after discussions with the headteacher, they still believe that appropriate action to protect children has not been taken they must speak to the proprietor.
- If there are still concerns then the whistle blowing procedure must be followed, as set out in 7.1 Responding to safeguarding or child protection concerns.

7.3 Visitor or intruder on the premises

The safety and security of the premises is maintained at all time and staff are vigilant in areas that pose a risk, such as the entrance and shared fence. A risk assessment is completed to ensure that unauthorised visitors cannot gain access.

Visitors with legitimate business - generally a visitor will have made a prior appointment

- On arrival, they are asked to verify their identity and confirm who they are visiting.
- Staff will ask them to sign in and explain the procedures for the use of mobile phones and emergency evacuation.
- Visitors are never left alone with the children at any time.
- Visitors to the school are monitored and asked to leave immediately should their behaviour give cause for concern.
- All staff are responsible for challenging any person on the premises behaving suspiciously.

Intruder

An intruder is an individual who has not followed visitor procedures and has no legitimate business to be in the school; he or she may or may not be a hazard to the school.

- The headteacher will ensure external gates and doors are secured to contain or prevent access by an intruder.
- An individual who appears to have no business in the school will be asked for their name and purpose for being there.
- The staff member identifies any risk posed by the intruder.
- The staff member ensures the individual follows the procedure for visitors.
- The school headteacher is immediately informed of the incident and takes necessary action to safeguard children.
- If there are concerns for the safety of children, staff evacuate them to a safe place in the building and contact police. In some circumstances this could lead to 'lock-down' of the school and will be managed by the responding emergency service (see procedure 2.19 Terrorist threat/attack and lock-down).
- The headteacher informs the proprietor of the situation at the first opportunity.
- In the case of a serious breach where there was a perceived or actual threat to the safety of the children, the headteacher completes Incident log. The proprietor ensure a robust organisational response and ensure that learning is shared.

7.4 Uncollected child

If a child is not collected by closing time, or the end of the session and there has been no contact from the parent/carer, or there are concerns about the child's welfare then this procedure is followed.

- The headteacher is informed of the uncollected child as soon as possible and attempts to contact the parents/carers by phone.
- If the parents/carers cannot be contacted, the headteacher uses the emergency contacts to inform a known carer of the situation and arrange collection of the child.
- After one hour the DSL contacts the local social care out-of-hours duty officer if the parents/carers or other known carer cannot be contacted and there are concerns about the child's welfare or the welfare of the parents/carers.
- The DSL/DDSL should arrange for the collection of the child by social care.
- Where appropriate the DSL should also notify police.
- Staff make a record of the incident in the child's file. A record of conversations with parents/carers should be made, with parents/carers being asked to sign and date the recording.
- This is logged on the child's personal file along with the actions taken. Safeguarding concern diary should also be completed if there are safeguarding and welfare concerns about the child. If Social Care have been involved due to the late collection then Child Protection record will be completed.
- If there are recurring incidents of late collection, a meeting is arranged with the parents/carers to agree a plan to improve time-keeping and identify any further support that may be required.

Members of staff do not:

- go off the premises to look for the parents/carers
- leave the premises to take the child home or to a carer
- offer to take the child home with them to care for them in their own home until contact with the parent/carer is made

7.5 Missing child

In the building

- As soon as it is noticed that a child is missing, the member of staff informs the headteacher who initiates a search within the school.
- If the child is found on-site, the headteacher checks on the welfare of the child and investigates the circumstances of the incident.
- If the child is not found on site, one member of staff searches the immediate vicinity, if there is no sign of the child, the police are called immediately.
- The parents/carers are then called and informed.
- The DLS contacts the LA consultant, to inform them of the situation and seek assistance.

Off-site (outing or walk)

- As soon as it is noticed that a child is missing, the senior staff present carries out a headcount.
- One member of staff searches the immediate vicinity.
- If the child is not found, the senior staff calls the police and then contacts the headteacher.
- The headteacher informs the parents.
- Members of staff return the children to the school as soon as possible if it is safe to do so. According to the advice of the police, one senior member of staff should remain at the site where the child went missing and wait for the police to arrive.

Recording and reporting

A record is made on Child Protection file. DSL send the report to the proprietor on the same day that the incident occurred.

The investigation

- Ofsted are informed as soon as possible (and at least within 14 days).
- The DSL carries out a full investigation.
- The DSL and the headteacher speak with the parents/carers together and explain the process of the investigation
- Each member of staff present during the incident writes a full report, which is filed in the child's file. Staff do not discuss any missing child incident with the press.

7.6 Incapacitated parent/carers

Incapacitated refers to a condition which renders a parent/carers unable to take responsibility for their child; this could be at the time of collecting their child from the school or on arrival. Concerns may include:

- appearing drunk
- appearing under the influence of drugs
- demonstrating angry and threatening behaviour to the child, members of staff or others
- appearing erratic or manic

Informing

- If a member of staff is concerned that a parent/carers displays any of the above characteristics, they inform the DSL/DDSL as soon as possible.
- The DSL/DDSL assesses the risk and decides if further intervention is required.
- If it is decided that no further action is required, a record of the incident is made on Safeguarding concern diary.
- If intervention is required, the DSL/DDSL speaks to the parent/carers in an appropriate, confidential manner.
- The DSL/DDSL will, in agreement with the parent/carers, use emergency contacts listed for the child to ask an alternative adult to collect the child.
- The emergency contact is informed of the situation by the DSL/DDSL and of the school's requirement to inform social care of their contact details.
- If there is no one suitable to collect the child, social care is informed.
- If violence is threatened towards anybody, the police are called immediately.
- If the parent takes the child from the school while incapacitated the police are called immediately and a referral is made to social care.

Recording

- The DSL/DDSL completes Child Protection record if social care were contacted. If police were contacted, Child Protection record should also be copied to the proprietor..
- Further updates/notes/conversations/ telephone calls are recorded.

7.7 Death of a child on-site

Identifying

- If it is suspected that a child has died in the school, emergency resuscitation will be given to the child by a qualified First Aider until the ambulance arrives.
- No attempt should be made to move the child unless advised to do so by emergency services or if there is an immediate danger to others.
- Only a medical practitioner can confirm a child has died.
- The area of the incident should be sealed off and treated as a potential scene of investigation.

Informing

- The headteacher ensures emergency services have been contacted; ambulance and police.
- The parents/carers are contacted and asked to come to the school immediately, informing them that there has been an incident involving their child and that an ambulance has been called; asking them to come straight to the school or hospital as appropriate.
- The proprietor is contacted and Child Protection file is prepared by the DSL/DDSL.
- A member of staff is delegated to phone all parents/carers to collect their children. The reason given must be agreed by the proprietor and the information given should be the same to each parent.
- The decision on how long the school will remain closed will be based on police advice.
- Ofsted are informed of the incident by the DSL and a RIDDOR report is made.
- Staff will not discuss the death of a child with the press.

Responding

- The proprietor will decide how the death is investigated within the school after taking advice from relevant agencies.
- The headteacher will coordinate support for staff and children to ensure their mental health and well-being.

7.8 Looked after children

Identification.

A 'Looked after Child' is a child in public care, who is placed with foster carers, in a residential home or with parents or other relatives. The school recognises that Looked After Children are a particularly vulnerable group who may require additional safeguarding and pastoral support.

Services provided to Looked After Children

Two-year-olds

As an independent school, we do not offer funded early education for 2-year-olds. However, we welcome applications from all families, including looked after children, subject to fee arrangements and available space.

Three- and four-year-olds

We offer funded places for 3- and 4-year-old children in accordance with national entitlements. This includes Looked After Children, who are prioritised for access and supported through the Early Years Pupil Premium where applicable.

Five- and six-year-olds

We welcome applications for children aged 5 to 6 who are looked after by a local authority. Admission decisions will be made in the best interests of the child, in consultation with the local authority, carers. While we are not a state-funded setting, we are committed to supporting the inclusion, safeguarding, and educational progress of all vulnerable children.

Additional Support

- The DSL and key person liaise with agencies and professionals involved with the child, and his or her family, and ensure appropriate information is gained and shared.
- A meeting of professionals involved with the child is convened by the school at the start of a placement. A Personal Education Plan (PEP) for children over 3 years old is put in place within 10 days of the child becoming looked after.
- Following this meeting, a Care plan for looked after children is completed. The care plan should be reviewed and updated as part of the statutory care planning review — and at least every school term.
- Regular contact will be maintained with the social worker through planned meetings, which will include contribution to the PEP which is reviewed annually.

7.9 Anti-Bullying and Anti-Discrimination procedures

Every child should be able to learn in a school environment in which they feel safe and supported. At Maeda Gakuen we take seriously the impact of bullying and discrimination. Students and parents should be assured that known incidents of bullying and discrimination will be responded to. Bullying and discrimination will not be tolerated.

The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any conduct that falls below this.

At Eikoku Maeda Gakuen we are committed to:

- Actively tackling any forms of bullying and discrimination
- Creating an environment free from bullying and discrimination
- Promoting equal opportunities
- Promoting good relations between everyone at the school
- Eliminate unlawful discrimination
- Develop good life skills in our students, parents and staff which will help guard against prejudice.

Definition of Bullying

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally.

Definition of Discrimination

The practice of unfairly treating a person or group of people differently from other people or groups of people.

The difference between peer conflict and bullying

Typical peer conflict:

- Equal power between students
- Students involved may be friends
- Incident do not happen often
- The incidents are not planned
- People show that they are sorry afterwards

- Interest in repairing relationship
- Both students play active role
- Students may be supported by friends
- There is an intention to solve a problem

Bullying

- One student has more power than the other
- No real friendship between students
- The behaviour happens often
- Incidents are planned
- Bully shifts blame, there is no apology
- No interest in repairing relationship
- Incident is one-sided
- Target is alone without friends' support
- Intention is to gain power, control, or items

Bullying and discrimination can be:

Emotional	Being deliberately unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	Pushing, kicking, biting, hitting, punching or any use of violence
Racial	Racial taunt, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic	Because of, or focusing on the issue of sexuality
Verbal Comments (Direct or Indirect)	Name-calling, sarcasm, spreading rumours, teasing
Cyber Bullying	All areas of the Internet, such as email and Internet chat, Twitter, Facebook misuse, mobile threats by text messaging and calls, misuse of associated technology e.g camera and video facilities

Bullying and discrimination may be related to:

- Race
- Gender
- Faith, religion or belief
- Age
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances
- Sexual orientation

(The above list is not meant to be exhaustive)

Responsibilities

The management and leadership is responsible for:

- Making sure the Anti-Bullying and Anti-Discrimination procedures is readily available and all staff are aware of the policy
- Making sure the Anti-Bullying and Anti-Discrimination procedures are followed
- Producing regular information for staff about the policy and its impact and providing training for them on the policy, if necessary
- Making sure all staff know their responsibilities and receive training and support in carrying these out, if necessary
- Where bullying or discriminatory behaviour is identified, appropriate disciplinary and restorative actions will be taken in line with the Behaviour Policy.

All students are responsible for:

- Identifying and reporting incidents and being able to recognise and Report bullying
- Promoting equal opportunities and good Relations and avoiding discrimination against others.

All staff are responsible for:

- Dealing with any incidents of bullying and discrimination
- Being able to recognise and respond to bullying and discrimination
- Avoiding discrimination against others
- Taking up training and learning opportunities when provided

- Promoting a culture of kindness and respect through the curriculum, assemblies, PSHE, PSED and daily interactions.
- Embed British values through their practice to avoid incidents of Bullying and Discrimination.
- Staff need to be extra vigilant, as young pupils may not be able to report incidents of child-on-child bullying which might take the form of teasing and making hurtful comments intentionally.

All staff must remain vigilant about bullying and discriminatory behaviours. They must not wait to be told before raising a concern or deal directly with the matter. Children may not be aware that they are being bullied or discriminated against. For example, they may be too young or have a level of special Educational Needs or Disability which means that they may be unable to realise what others may be doing to them.

7.10 E-safety (including all electronic devices with internet capacity)

Online Safety

The school recognise that e-safety is an essential part of safeguarding and is committed to keeping children safe online at school and at home. It is important that children and young people receive consistent messages about the safe use of technology and are able to recognise and manage the risks posed in both the real and the virtual world.

Terms such as 'e-safety', 'online', 'communication technologies' and 'digital technologies' refer to fixed and mobile technologies that adults and children may encounter, now and in the future, which allow them access to content and communications that could raise issues or pose risks. The issues are:

Content – being exposed to illegal, inappropriate or harmful material

Contact – being subjected to harmful online interaction with other users

Conduct – personal online behaviour that increases the likelihood of, or causes, harm

Commence – risks such as purchases, advertisement, misuse of their personal data

I.C.T Equipment

- The designated health and safety officer ensures that all computers have up-to-date virus protection installed.
- Tablets are only used for the purposes of observation, assessment and planning and to take photographs for individual children's learning journeys.
- Tablets remain on the premises and are stored securely at all times when not in use.
- Staff follow the additional guidance provided with the system

Internet access

- Children never have unsupervised access to the internet.
- The DSL ensures that risk assessments in relation to e-safety are completed.
- Only reputable sites with a focus on early learning are used (e.g. CBeebies).
- Video sharing sites such as YouTube are not accessed due to the risk of inappropriate content.
- Children are taught the following stay safe principles in an age-appropriate way:
 - only go online with a grown up
 - be kind online and keep information about me safe

- only press buttons on the internet to things I understand
- tell a grown up if something makes me unhappy on the internet
- Staff support children's resilience in relation to issues they may face online, and address issues such as staying safe, appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age-appropriate ways.
- All computers for use by children are sited in an area clearly visible to staff.
- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at www.iwf.org.uk.

The headteacher ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.

Personal mobile phones – staff and visitors (includes internet enabled devices such as tablets and smart watches)

- Personal mobile phones (including smart watches) and internet enabled devices are not used by staff during working hours. This does not include breaks where personal mobiles may be used off the premises or in a safe place e.g., staff room. The DSL completes a risk assessment for where they can be used safely.
- Personal mobile phones and smart watches are stored in lockers or a locked office drawer.
- In an emergency, personal mobile phones may be used in the privacy of the office with permission.
- Smart watches worn exclusively for health reasons, e.g. monitoring blood pressure, heart rate, etc. may be worn with headteacher's permission, but must be set to flight mode during working hours. (Does not include break times. However, staff must not be around children when using such devices.)
- Staff ensure that contact details of the school are known to family and people who may need to contact them in an emergency.
- Staff do not take their mobile phones on outings.
- Members of staff do not use personal equipment to take photographs of children.
- Parents/carers and visitors do not use their mobile phones on the premises. There is an exception if a visitor's company/organisation operates a policy that requires contact with their office periodically throughout the day. Visitors are advised of a private space where they can use their mobile.

Cameras and videos

- Members of staff do not bring their own cameras or video recorders to the school.
- Photographs/recordings of children are only taken for valid reasons, e.g. to record learning and development, or for displays, and are only taken on equipment belonging to the school.
- Camera and video use is monitored by the headteacher.
- Where parents/carers request permission to photograph or record their own children at special events, general permission is first gained from all parents for their children to be included. Parents/carers are told they do not have a right to photograph or upload photos of anyone else's children.
- Photographs/recordings of children are only made if relevant permissions are in place.
- If photographs are used for publicity, parental consent is gained and safeguarding risks minimised, e.g. children may be identified if photographed in a sweatshirt with the name of their school on it.

Cyber Bullying

If staff become aware that a child is the victim of cyberbullying at home or elsewhere, they discuss this with the parents and refer them to help, such as: NSPCC Tel: 0808 800 5000 www.nspcc.org.uk or ChildLine Tel: 0800 1111 www.childline.org.uk

Use of social media

Staff are expected to:

- understand how to manage their security and ensure that their information is only available to people they choose to share information with
- ensure the school is not negatively affected by their actions and do not name the school
- are aware that comments or photographs online may be accessible to anyone and should use their judgement before posting
- are aware that images, such as those on Snapshot may still be accessed by others and a permanent record of them made, for example, by taking a screenshot of the image with a mobile phone
- observe confidentiality and refrain from discussing any issues relating to work
- not share information they would not want children, parents or colleagues to view
- set privacy settings to personal social networking and restrict those who are able to access

- not accept service users/children/parents/carers as friends, as it is a breach of professional conduct
- report any concerns or breaches to the DSL/DDSL in their school
- not engage in personal communication, including on social networking sites, with children and parents/carers with whom they act in a professional capacity. There may be occasions when the practitioner and family are friendly prior to the child coming to the school. In this case information is shared with the headteacher and a risk assessment and agreement in relation to boundaries are agreed

Use/distribution of inappropriate images

Staff are aware that it is an offence to distribute indecent images and that it is an offence to groom children online. In the event of a concern that a colleague is behaving inappropriately, staff advise the designated person who follows procedure Allegations against staff, volunteers or agency staff.

Filtering and Monitoring

Maeda Gakuen Yochien follows and complies with the Department for Education Filtering and Monitoring Standards (<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>).

Filtering system

The school uses a managed internet filtering system that blocks access to illegal, inappropriate, or harmful online content, including extremist material, pornography, and sites promoting self-harm. Filtering settings are reviewed regularly to ensure they align with the needs of children. The filtering system is maintained and updated by the school health and safety officer with external provider to reflect emerging threats and risks.

Monitoring system

All use of school-owned devices and networks is subject to active monitoring and logging, with alerts generated for potentially unsafe behaviour. The monitoring system tracks user activity in real time and flags keywords or behaviour patterns linked to safeguarding concerns, including bullying, radicalisation, or exploitation. Monitoring data is reviewed regularly by the school health and safety officer to assess risk and respond appropriately.

7.11 Key person supervision

The key person has a safeguarding responsibility to monitor the child's wellbeing, development, and any signs of concern or emerging needs. Staff taking on the role of key person must have supervision meetings in line with this procedure.

Structure

- Supervision meetings are held termly.
- Key persons are supervised by the school headteacher or Education Coordinator.
- Supervision meetings are held in a confidential space suitable for the task.
- Key persons should prepare for supervision by having the relevant information to hand.
- Supervision meetings provide an opportunity to identify training needs, support staff wellbeing, and promote continuous professional development in safeguarding and child protection.

Content

- The child focused element of supervision meetings must include discussion about:
 - the development and well-being of the supervisee's key children and offer staff opportunity to raise concerns in relation to any child attending. Safeguarding concerns must always be reported to the DSL/DDSL immediately and not delayed until a scheduled supervision meeting
 - reflection on the journey a child is making and potential well-being or safeguarding concerns for the children they have key responsibility for
 - promoting the interests of children.
 - coaching to improve professional effectiveness based on a review of observed practice/teaching
 - reviewing plans and agreements from previous supervisions including any identified learning needs for the member of staff
- During supervision staff can discuss any concerns they have about inappropriate behaviour displayed by colleagues, but must never delay until a scheduled supervision to raise concerns.
- Staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children that have

occurred during their employment. New information is referred immediately to the designated officer.

Recording

- Key person supervision discussions are recorded and are retained by the supervisor and a copy provided to the key person per request.
- The key person and supervisor must sign and date the minutes of supervision within 2 weeks of it happening and disagreements over recorded content must be minuted.
- Each member of staff has a supervision file that is stored securely at all times.
- Concerns raised during supervision about an individual child's welfare may result in safeguarding concerns not previously recognised as such, these are recorded on Safeguarding incident reporting form and placed on the child's file. The reasons why the concerns have not previously been considered are explored.
- Additional safeguarding or welfare decisions made in relation to a child during supervision are recorded on the individual case file. The supervisor (if not the DSL) should ensure the recording is made and the DSL is notified.

Checking continuing suitability

- Supervisors check with staff if there is any new information pertaining to their suitability to work with children. This only needs to be recorded on the supervision meeting record.
- Regarding the use of agency staff/support workers/self-employed persons there is an expectation that as part of the agreement with agencies they have sought information regarding their employee's suitability to work with children. Line managers must review this regularly.
- The position for students on placement is the same as that for agency staff.

Exceptional Circumstances

Where exceptional circumstances prevent staff from conducting supervision as outlined in this procedure, the line manager is informed in writing, a copy placed on the supervision file and the appropriate actions agreed to ensure that the school meets its obligations within the EYFS and Independent School Standards.

8. Record keeping policy

Alongside associated procedures in 8.1 to 8.4, this policy was adopted by Eikoku Maeda Gakuen Finchley and Acton Yochien on 1st September 2025.

Aim

We have record keeping systems in place for the safe and efficient management of the school and to meet the needs of the children; that meet legal requirements for the storing and sharing of information within the framework of the GDPR and the Human Rights Act.

Objectives

- Children's records are kept in personal files, divided into appropriate sections.
- Children's personal files contain registration information as specified in procedure Children's records and data protection.
- Children's personal files contain other material described as confidential as required, such as Common Assessment Framework assessments, Early Support information or Education Health and Care Plan (EHCP), case notes including recording of concerns, discussions with parents, and action taken, copies of correspondence and reports from other agencies.
- Ethnicity data is only recorded where parents have identified the ethnicity of their child themselves.
- Confidentiality is maintained by secure storage of files in a locked cabinet with access restricted to those who need to know. Client access to records is provided for within procedure 8.3 Client access to records.
- Staff know how and when to share information effectively if they believe a family may require a particular service to achieve positive outcomes
- Staff know how to share information if they believe a child is in need or at risk of suffering harm.
- Staff record when and to whom information has been shared, why information was shared and whether consent was given. Where consent has not been given and staff have taken the decision, in line with guidelines, to override the refusal for consent, the decision to do so is recorded.
- Guidance and training for staff specifically covers the sharing of information between professions, organisations, and agencies as well as within them.

Records

The following information and documentation are also held:

- name, address and contact details of the provider and all staff employed on the premises
- name address and contact details of any other person who will regularly be in unsupervised contact with children
- a daily record of all children looked after on the premises, their hours of attendance and their named key person
- certificate of registration displayed and shown to parents on request
- records of risk assessments
- record of complaints

Legal references:

General Data Protection Regulation 2018

Freedom of Information Act 2000

Human Rights Act 1998

Statutory Framework for the Early Years Foundation Stage (DfE 2025)

Data Protection Act 2018

Further guidance:

Information Sharing: Advice for practitioners providing safeguarding services (HMG 2018)

8.1 Children's records and data protection

Principles of data protection: lawful processing of data

Personal data shall be:

- processed lawfully, fairly and in a transparent manner in relation to the data subject
- collected for specified, explicit and legitimate purposes and not further processed in a manner that is not compatible for these purposes
- adequate, relevant and necessary in relation to the purposes for which they are processed
- accurate, and where necessary, kept up to date; every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purpose for which they are processed, are erased or rectified without delay
- kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed
- processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures ("integrity and confidentiality") Article 5 of the General Data Protection Regulations (2018)

Practitioners should process data, record and share information in line with the principles above.

General safeguarding recording principles

- It is vital that all relevant interactions linked to safeguarding children's and individual's welfare are accurately recorded.
- All recordings should be made as soon as possible after the event.
- Recording should be to a good standard and clear enough to enable someone other than the person who wrote it, to fully understand what is being described.
- Recording can potentially be viewed by a parent/carer or Ofsted inspector, by the successors of the practitioners who record, and may be used in a family Court as relevant evidence.
- Recording should be complete, it should show what the outcome has been, what happened to referrals, why decisions were made to share or not share information, and it should contain summaries and minutes of relevant multi-agency meetings and multi-agency communication.

- If injuries or other safeguarding concerns are being described the description must be clear and accurate and should give specific details of the injury observed and where it is located.

The principles of GDPR and effective safeguarding recording practice are upheld

- Recording is factual and non-judgemental.
- The procedure for retaining and archiving personal data and the retention schedule and subsequent destruction of data is adhered to.
- Parents/carers and children where appropriate are made aware of what will be recorded and in what circumstances information is shared, prior to their child starting at the school. Parents/carers are issued with Privacy notice and should give signed, informed consent to recording and information sharing prior to their child attending the school. If a parent/carer would not expect their information to be shared in any given situation, normally, they should be asked for consent prior to sharing.
- There are circumstances where information is shared without consent to safeguard children. These are detailed below, but in summary, information can be shared without consent if a practitioner is unable to gain consent, cannot reasonably be expected to gain consent, or gaining consent places a child at risk.
- Records can be accessed by and information may be shared with local authority professionals. If there are significant safeguarding or welfare concerns, information may also be shared with a family proceedings Court or the police. Practitioners are aware of information sharing processes and all families should give informed consent to the way the school will use, store and share information.
- Recording should be completed as soon as possible and within 5 working days as a maximum for safeguarding recording timescales.
- If a child attends more than one school, a two-way flow of information is established between the parents/carers, and other providers. Where appropriate, comments from others (as above) are incorporated into the child's records.

Children's personal files

- Appropriate files must be used to store information securely and unauthorised personnel should not have access to confidential information.
- The sections contained are as follows:
 - personal details: registration form and consent forms.

- contractual matters: copies of contract, days and times, record of fees, any fee reminders or records of disputes about fees.
- SEND support requirements
- additional focused intervention provided by the school e.g. support for behaviour, language or development that needs an Action Plan at school level
- records of any meetings held
- welfare and safeguarding concerns: correspondence and reports: all letters and emails to and from other agencies and confidential reports from other agencies
- Children's personal files are kept in a filing cabinet, which is always locked when not in use.
- Correspondence in relation to a child is read, any actions noted, and filed immediately
- Access to children's personal files is restricted to those authorised to see them and make entries in them, this being the school headteacher or DSL/DDSL for child protection, the child's key person, or other staff as authorised by the school headteacher.
- Children's personal files are not handed over to anyone else to look at.
- Children's files may be handed to Ofsted as part of an inspection or investigation; they may also be handed to local authority staff conducting an audit as long as authorisation is seen.

During unprecedented times, such as the Covid-19 outbreak, there may be the need to keep additional records as part of outbreak management. A central record of all confirmed cases of Covid-19 that affect any member of staff or service user is held. This record does not contain personal details about the individual (unless a member of staff).

A record is kept of individual cases of children/families who are self-isolating due to symptoms as per usual record-keeping procedures. In all cases the principles of data protection are maintained.

8.2 Confidentiality, recording and sharing information

Most things that happen between the family, the child and the school are confidential to the school. In certain circumstances information is shared, for example, a child protection concern will be shared with other professionals including social care or the police, and schools will give information to children's social workers who undertake investigations. Normally, parents should give informed consent before information is shared, but in some instances, such as if this may place a child at risk, or a serious offence may have been committed, parental consent should not be sought before information is shared. Local Safeguarding Partners (LSP) procedures should be followed when making referrals, and advice sought if there is a lack of clarity about whether or not parental consent is needed before making a referral due to safeguarding concerns.

- Staff discuss children's general progress and well-being together in meetings, but more sensitive information is restricted to DSL/DDSL and key persons and shared with other staff on a need-to-know basis.
- Members of staff do not discuss children with staff who are not involved in the child's care, nor with other parents or anyone else outside of the school, unless in a formal and lawful way.
- Discussions with other professionals should take place within a professional framework, not on an informal basis. Staff should expect that information shared with other professionals will be shared in some form with parent/carers and other professionals, unless there is a formalised agreement to the contrary, i.e. if a referral is made to children's social care, the identity of the referring agency and some of the details of the referral is likely to be shared with the parent/carer by children's social care.
- When recording general information, staff should ensure that records are dated correctly and the time is included where necessary, and signed.
- Welfare/child protection concerns are recorded on the Safeguarding concern diary. Information is clear and unambiguous (fact, not opinion), although it may include the practitioner's thoughts on the impact on the child.
- Records are non-judgemental and do not reflect any biased or discriminatory attitude.
- Not everything needs to be recorded, but significant events, discussions and telephone conversations must be recorded at the time that they take place.
- Recording should be proportionate and necessary.

- When deciding what is relevant, the things that cause concern are recorded as well as action taken to deal with the concern. The appropriate recording format is filed within the child's file.
- Information shared with other agencies is done in line with these procedures.
- Where a decision is made to share information (or not), reasons are recorded.
- Staff may use a computer to type reports, or letters. Where this is the case, the typed document is stored in a password protected folder on a designated work computer and never saved on a shared drive or personal device.
- Additional guidance in relation to information sharing about adults is given by the Social Care Institute for Excellence, at www.scie.org.uk/safeguarding/adults/practice/sharing-information
- Staff should follow guidance including Working Together to Safeguard Children (DfE 2018); Information Sharing: Advice for Practitioners Providing Safeguarding 2018 and What to do if you're Worried a Child is Being Abused (HMG 2015)

Confidentiality definition

- Personal information of a private or sensitive nature, which is not already lawfully in the public domain or readily available from another public source, and has been shared in a relationship, where the person giving the information could reasonably expect it would not be shared with others.
- Staff can be said to have a 'confidential relationship' with families. Some families share information about themselves readily; members of staff need to check whether parents/carers regard this information as confidential or not.
- Parents/carers sometimes share information about themselves with other parents/carers as well as staff; the school cannot be held responsible if information is shared beyond those parents/carers whom the person has confided in.
- Information shared between parents/carers in a group is usually bound by a shared agreement that the information is confidential and not discussed outside. The school headteacher is not responsible should that confidentiality be breached by participants.
- Where third parties share information about an individual; staff need to check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.
- Information shared is confidential to the school.

- Practitioners ensure that parents/carers understand that information given confidentially will be shared appropriately within the school (for instance with the DSL, during supervision) and should not agree to withhold information from the DSL or their line manager.

Breach of confidentiality

- A breach of confidentiality occurs when confidential information is not authorised by the person who provided it, or to whom it relates, without lawful reason to share.
- The impact is that it may put the person in danger, cause embarrassment or pain.
- It is not a breach of confidentiality if information was provided on the basis that it would be shared with relevant people or the school with lawful reason, such as to safeguard an individual at risk or in the public interest, or where there was consent to the sharing.
- Procedure 8.1 Children's records and data protection must be followed.

Exception

- GDPR enables information to be shared lawfully within a legal framework. The Data Protection Act 2018 balances the rights of the person about whom the data is stored with the possible need to share information about them.
- The Data Protection Act 2018 contains "safeguarding of children and individuals at risk" as a processing condition enabling "special category personal data" to be processed and to be shared. This allows practitioners to share without consent if it is not possible to gain consent, if consent cannot reasonably be gained, or if gaining consent would place a child at risk.
- Confidential information may be shared without authorisation - either from the person who provided it or to whom it relates, if it is in the public interest and it is not possible or reasonable to gain consent or if gaining consent would place a child or other person at risk. The Data Protection Act 2018 enables data to be shared to safeguard children and individuals at risk. Information may be shared to prevent a crime from being committed or to prevent harm to a child, Information can be shared without consent in the public interest if it is necessary to protect someone from harm, prevent or detect a crime, apprehend an offender, comply with a Court order or other legal obligation or in certain other circumstances where there is sufficient public interest.

- Sharing confidential information without consent is done only in circumstances where consideration is given to balancing the needs of the individual with the need to share information about them.
- When a child transfers to another school or setting, we share appropriate records to support continuity of care and education. Records shared externally are transferred securely, using password protection, or secure delivery methods.
- When deciding if public interest should override a duty of confidence, consider the following:
 - Is the intended disclosure appropriate to the relevant aim?
 - What is the vulnerability of those at risk?
 - Is there another equally effective means of achieving the same aim?
 - Is sharing necessary to prevent/detect crime and uphold the rights and freedoms of others?
 - Is disclosure necessary to protect other vulnerable people?

The decision to share information should not be made as an individual, but with the backing of the DSL who can provide support, and sometimes ensure protection, through appropriate structures and procedures.

Consent

- Parents/carers share information about themselves and their families. They have a right to know that any information they share will be regarded as confidential as outlined in Privacy notice. They should also be informed about the circumstances, and reasons for the school being under obligation to share information.
- Parents/carers are advised that their informed consent will be sought in most cases, as well as the circumstances when consent may not be sought, or their refusal to give consent overridden in circumstances such as;
 - someone has been hurt and information needs to be shared quickly to help them
 - obtaining consent would put someone at risk of increased harm
 - obtaining consent would prejudice a criminal investigation or prevent a person being questioned or caught for a crime they may have committed
 - the information must be disclosed regardless of whether consent is given, for example if a Court order or other legal obligation requires disclosure

- Where there are concerns about whether or not to gain parental consent before sharing information, for example when making a Channel or Prevent referral the DSL must inform LA for clarification before speaking to parents/carers.
- Consent must be informed - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information.
- Schools are not obliged to report suspected benefit fraud or tax evasion committed by clients, however, they are obliged to tell the truth if asked by an investigator.
- Parents/carers who confide that they are working while claiming should be informed of this and should be encouraged to check their entitlements to benefits, as it may be beneficial to them to declare earnings and not put themselves at risk of prosecution.

Separated parents

- Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides.
- Where there is a dispute, this needs to be considered carefully.
- Where the child is looked after, the local authority, as 'corporate parent' may also need to be consulted before information is shared.

Age for giving consent

- A child may have the capacity to understand why information is being shared and the implications. For most children under the age of eight years in a nursery or out of school childcare context, consent to share is sought from the parent, or from a person who has parental responsibility.
- Adults at risk due to safeguarding concerns must be deemed capable of giving or withholding consent to share information about them. In this case 'mental capacity' is defined in terms of the Mental Capacity Act 2005 Code of Practice (Office of the Public Guardian 2007).

Ways in which consent to share information can occur

- Policies and procedures set out the responsibility of the school regarding gaining consent to share information, and when it may not be sought or overridden.
- Information in leaflets to parents/carers, or other leaflets about the provision, including privacy notices.

- Consent forms signed at registration (for example to apply sun cream).
- Notes on confidentiality included on every form the parent/carer signs.
- Parent/carers signatures on forms giving consent to share information about additional needs, or to pass on child development summaries to the next provider/school.

Further guidance:

Working Together to Safeguard Children (DfE 2018)

www.gov.uk/government/publications/working-together-to-safeguard-children--2

Information Sharing: Advice for Practitioners Providing Safeguarding Services (HMG 2018)

www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

What to do if you're Worried a Child is Being Abused (HMG 2015)

www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2

Mental Capacity Act 2005 Code of Practice (Office of the Public Guardian 2007)

www.gov.uk/government/publications/mental-capacity-act-code-of-practice

8.3 Client access to records

Under the General Data Protection Regulations there are additional rights granted to data subjects which must be protected by the school.

The parent/carer is the 'subject' of the file in the case where a child is too young to give 'informed consent' and has a right to see information that the school has compiled on them.

- If a parent/carer wishes to see the file held about them, a written request is made, which the school acknowledges in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.
- Agencies will normally refuse consent to share information, and the parent/carer should be redirected to those agencies for a request to see their file held by that agency.
- Access may be requested to academic records, medical records, learning support information, attendance records, safeguarding information (where appropriate), and other data held in manual or electronic files.
- Information must be provided within 30 days of receipt of request. If the request for information is not clear, the headteacher must receive legal guidance, for instance, from Law-Call. In some instances it may be necessary to allow extra time in excess to the 30 days to respond to the request. An explanation must be given to the parent/carer where this is the case. The maximum extension time is 2 months.
- A fee may be charged to the parent for additional requests for the same material, or any requests that will incur excessive administration costs.
- The school headteacher goes through the file with the proprietor and ensures all documents are filed correctly, entries are in date order and that there are no missing pages. They note any information, entry or correspondence or other document which mentions a third party. The school headteacher should always ensure that recording is of good quality, accurate, fair, balanced and proportionate and should have quality assurance processes in place to ensure that files are checked for quality regularly and that any issues are addressed promptly.
- The 'cleaned' copy is then photocopied again and collated for the parent to see.
- The school headteacher informs the parent/carer that the file is now ready and invites him/her to make an appointment to view it.
- The school headteacher meet with the parent/carer to go through the file, explaining the process as well as what the content records about the child and the work that has been

done. Only the persons with parental responsibility can attend that meeting, or the parent's legal representative or interpreter.

- The parent/carer may take a copy of the prepared file away, but it is never handed over without discussion.
- It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. If recording procedures and guidelines have been followed, the material should reflect an accurate and non-judgemental account of the work done with the family.
- If a parent/carer feels aggrieved about any entry in the file, or the resulting outcome, then the parent should be referred to section 12. Complaints policy.
- The law requires that information held must be accurate, and if a parent/carer says the information held is inaccurate then the parent/carer has a right to request it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent/carer, the school retains the right not to change the entry but can record the parent's view. In most cases, a parent would have had the opportunity at the time to state their side of the matter, and this should have been recorded there and then.
- If there are any controversial aspects of the content of a client's file, legal advice must be sought. This might be where there is a court case between parents or where social care or the police may be considering legal action, or where a case has already completed and an appeal process is underway.
- A school should never 'under-record' for fear of the parent/carer seeing, nor should they make 'personal notes' elsewhere.

Further guidance:

The Information Commissioner's Office www.ico.gov.uk/ or helpline 0303 123 1113.

8.4 Transfer of records

Records about a child's development and learning are made by the school; to enable smooth transitions, appropriate information is shared with the receiving school or school at transfer. Confidential records are passed on securely where there have been concerns, as appropriate.

Transfer of development records for a child moving to another early years school or school

- It is the DSL's responsibility to ensure that records are transferred and closed in accordance with the archiving procedures, set out below.
- If the Local Safeguarding Partners (LSP) retention requirements are different to the school, the DSL will liaise with LA consultant, and seek legal advice if necessary.

Development and learning records

- This record refers to any additional languages spoken by the child and their progress in Japanese and English languages.
- The key person or the class teacher prepares a summary of achievements in the prime and specific areas of learning and development
- The record also refers to any additional needs that have been identified or addressed by the school and any action plans.
- The record also refers to any special needs or disability and whether early help referrals, or child in need referrals or child protection referrals, were raised in respect of special educational needs or disability, whether there is an Action Plan (or other relevant plan, such as CIN or CP, or early help) and gives the name of the lead professional.
- The summary shared with schools should also include whether the child is in receipt of, or eligible for EYPP or other additional funding.
- The record contains a summary by the key person and a summary of the parents/carers' view of the child.
- The document may be accompanied by other evidence such as photos or drawings that the child has made.
- The school will use the local authority's assessment summary format or transition record, where these were provided.
- Whichever format of assessment summary is used, it should be completed and shared with the parent/carer prior to transfer.

- The receiving Early Years setting/school will need a record of child protection concerns raised in the school and what was done about them. The responsibility for transfer of records lies with the originating school, not on the receiving setting/school to make contact and request them.
- To safeguard children effectively, the receiving school must be made aware of any current child protection concerns, preferably by telephone, prior to the transfer of written records.
- Parents/carers should be reminded that sensitive information about their child is passed onto receiving schools where there have been safeguarding concerns and should be asked to agree to this prior to the information being shared.
- Parents/carers should be asked to agree to this, however, where safeguarding concerns have reached the level of a referral being made to local children's social work services (either due to concerns that a child may be at risk of significant harm or that a child may be in need under Section 17 of the Children Act,) if consent is withheld the information will most likely need to be shared anyway. It is important that any decisions made to share or not share with or without consent are fully recorded.
- For any safeguarding or welfare concerns that resulted in an early help referral being made, and if consent to share is withheld, legal advice is sought prior to sharing.
- If the level of a safeguarding concern has not been such that a referral was made for early help, or to children's social work services or police, the likelihood is that any concerns were at a very low level and if they did not meet the threshold for early help, they are unlikely to need to be shared as child abuse data with a receiving school, however, the DSL should make decisions on a case by case basis, seeking legal advice if necessary.
- The DSL should check the quality of information to be transferred prior to transfer, ensuring that any information to be shared is accurate, relevant, balanced and proportionate. Parents can request that any factual inaccuracies are amended prior to transfer.
- If a parent/carer wants to see the exact content of the safeguarding information to be transferred, they should go through the subject access request process. It is important that a child or other person is not put at risk through information being shared.
- If no referrals have been made for early help or to children's social work services and police, there should not normally be any significant information which is unknown to a parent/carer being shared with the receiving school or school.

- If a parent/carers has objections or reservations about safeguarding information being transferred to the new school, or if it is unclear what information should be included, the DSL will seek legal advice.
- In the event that LSP requirements are different to the school's this must be explained to the parent, and a record of the discussion should be signed by parents/carers to indicate that they understand how the information will be shared, in what circumstances, and who by.
- Prior to sharing the information with the receiving school the DSL should check LSP retention procedures and if it becomes apparent that the LSP procedures are materially different to school's procedures this is brought to the attention of the proprietor, who will agree how to proceed.
- If a child protection plan or child in need plan is in place, Child protection file is also photocopied and a copy is given to the receiving school, along with the date of the last professional meeting or case conference.
- If an investigation has been undertaken by the local authority a copy of the Child Protection file is given to the receiving school/school.
- Where a CAF/early help assessment has been raised in respect of welfare concerns, the name and contact details of the lead professional are passed on to the receiving Early Years setting or school.
- If the school has a copy of a current plan in place due to early help services being accessed, a copy of this should be given to the receiving school, with parental consent.
- Where there has been an investigation regarding a child protection concern, the name and contact details of the child's social worker will be passed on to the receiving setting/school, regardless of the outcome of the investigation.
- Where a child has been previously or is currently subject to a child protection plan, or a child in need plan, the name and contact details of the child's social worker will be passed onto the receiving setting/school, along with the dates that the relevant plan was in place for.
- This information is posted (by 'signed for' delivery) or taken to the setting/school, addressed to the setting's or school's designated person for child protection and marked confidential. Electronic records must only be transferred by a secure electronic transfer mechanism, or after the information has been encrypted.
- Parent/carers should be made aware what information will be passed onto another school via Privacy notice.

- Copies of the last relevant initial child protection conference/review, as well as the last core group or child in need minutes can be given to the setting/school.
 - The DSL must review and update Child protection file, checking for accuracy, proportionality, and relevance, before this is copied and sent to the setting/school.
 - The DSL ensures the remaining file is archived in line with the procedures set out below.
- No other documentation from the child's personal file is passed to the receiving setting or school. The school keeps a copy of any safeguarding records in line with required retention periods.

Archiving children's files

- Children's records are archived in a locked cabinet and clearly marked.
- The DSL writes clearly on the front of the records the length of time the file should be kept before destruction.
- The archive files are stored in a safe place i.e. a locked cabinet for three years or until the next Ofsted inspection conducted after the child has left the school, and can then be destroyed.
- For web-based or electronic children's files, the DSL must also use the archiving procedure, and record details of what needs to be retained/destroyed. The DSL must make arrangements to ensure that electronic files are deleted/retained as required in accordance with the required retention periods in the same way as paper based files.
- Health and safety records and some accident records pertaining to a child are stored in line with required retention periods.

9 Staff, volunteers and students policy

Alongside associated procedures in 9.1 to 9.5, this policy was adopted by Eikoku Maeda Gakuen Finchley and Acton Yochien on 1th September 2025.

Aim

Staff are deployed to meet the care and learning needs of children and ensure their safety and well-being. There are effective systems in place to ensure that adults looking after children are suitable to do so.

Objectives

- All staff and volunteers who work more than occasionally with the children have enhanced DBS disclosure checks.
- All staff and volunteers working with children have appropriate training, skills, and knowledge.
- All staff, students and volunteers are deployed in accordance with the procedures.
- There is a grievance procedure and staff, and volunteers know how to complain and who they complain to.
- Parents/carers are involved with their children's learning and their views are considered.

Legal references:

Protection of Children Act 1999

Safeguarding Vulnerable Groups Act 2006

Childcare Act 2006

9.1 Employment procedure

Policy statement

We ensure that our staff and volunteers are appropriately qualified, and we carry out checks for criminal and other records through the Disclosure and Barring Service (DBS) in accordance with statutory requirements.

Vetting and staff selection

- We work towards offering equality of opportunity by using equal opportunities procedures for staff recruitment and selection.
- All our staff have job descriptions, which set out their roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- Applicants must complete an application form, provide a full employment history with no gaps, and submit references which will be verified prior to appointment.
- Overseas candidates must provide appropriate police checks.
- Where applicable, prohibition from teaching and prohibition from management (Section 128) checks will be completed for staff appointed to senior positions.
- We ensure staff have a satisfactory enhanced criminal records check with barred list(s) check through the DBS. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) and the Protection of Freedoms Act (2012) for the vetting and barring scheme.
- Where an individual is subscribed to the DBS Update Service we carry out a status check of their DBS certificate, after checking their identity and viewing their original enhanced DBS certificate to ensure that it does not reveal any information that would affect their suitability for the post.
- We keep all records relating to the employment of our staff and volunteers; in particular those demonstrating that suitability checks have been done, including the date of issue, name, type of DBS check and unique reference number from the DBS certificate, along with identity, qualifications, and right-to-work in the UK.

- Our staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us.
- We obtain consent from our staff and volunteers to carry out on-going status checks of the Update Service to establish that their DBS certificate is up-to-date for the duration of their employment with us.
- Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment with us will be terminated.

Notifying Ofsted of changes

We inform Ofsted of any changes to the proprietor or the headteacher.

Training and staff development

- Our headteacher and at least half of other teaching staff hold at least equivalent to level 3 of UK Early Years Qualification and Japanese Early education qualifications.
- We provide regular in-service training to all our staff - whether paid staff or volunteers.
- Our budget allocates resources to training.
- We provide our staff with induction training in the first week of their employment. This induction includes our Health and Safety Policy and Safeguarding children, young people and vulnerable adults Policy. Other policies and procedures are introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Staff taking medication/other substances

- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Our staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.

- Staff medication on the premises will be stored securely and kept out of reach of the children at all times.
- If we have reason to believe that a member of our staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.

Managing staff absences and contingency plans for emergencies

- Our staff take their holiday breaks when the setting is closed. Where a staff member may need to take time off for any reason other than sick leave or training, this is agreed with our Head Teacher with sufficient notice.

Or

- Our Head Teacher organises our staff annual leave so that ratios are not compromised.
- Where our staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary, in accordance with the individual's contract of employment.

9.2 Staff deployment

Members of staff are deployed to meet the care and learning needs of children and to ensure their safety and well-being at all times.

- Two members of staff are on the premises before children are admitted in the morning and the end of the day.
- All staff and volunteers are supervised in accordance with their role, qualifications, and experience.
- Volunteers and students on placement are always deployed under the direction and supervision of qualified school staff.
- Only those staff aged 17 or over are included in ratios. Staff working as apprentices (aged 16 or over) may be included in the ratios if the school headteacher is satisfied that they are competent and responsible.
- At least one Paediatric First Aider must be on site at all times when children are present
- The headteacher deploys staff to give adequate supervision of indoor and outdoor areas, ensuring that children are usually within sight and hearing of staff and always within sight or hearing of staff at all times.
- All staff are deployed according to the needs of the school and the children attending.
- Staff are responsible for ensuring that equipment in their area is used appropriately and that the area is tidy at the end of the day.
- Staff inform colleagues if they have to leave the room for any reason.
- The school headteacher may direct other members of staff to join those outside, if the numbers of children warrant additional staff.
- Staff focus their attention on the children at all times whilst having a wider awareness of what is happening around them.
- Staff do not spend working time in social conversation with colleagues.
- Staff allow time for colleagues to engage in 'sustained shared interaction' with children and do not interrupt activities led by colleagues.

Staff's children

- Where members of staff have their own children with them at the school, the age of the child must fall within the stipulated ages of the school's Ofsted registration.
- Where members of staff are likely to be working directly with their own children, this is subject to discussion before commencement with the headteacher.

- Where it is agreed that a member of staff's child attends the school, it is subject to the following:
 - the child is treated by the parent and all staff as any other child would be
 - the child will not be in the parent's key group of children
 - the key person and parent will work towards helping the child to make a comfortable separation from the parent to allow the parent to fully undertake their role as a staff member of the school
 - the key person will take responsibility for the child's needs throughout the day, unless the child is sick or severely distressed
 - the situation is reviewed as required, to ensure that the needs of the child are being met, and that the parent is able to fulfil his/her role as a member of staff

If it is the headteacher's child, then the proprietor ensures the criteria above is met.

9.3 Lone Working procedure

Introduction

Maeda Gakuen Yochien recognises that some staff are required to work by themselves, without close or direct supervision, sometimes in isolated work areas or out of office hours. Under the Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Regulations 1999, an Employer has a duty of care to advise and assess risk for workers when they work by themselves in these circumstances.

However, employees have responsibilities to take reasonable care of themselves and other people affected by their work.

Lone working is not inherently unsafe and proper precautions can reduce the risks associated with working alone. This policy applies to all teaching staff, support staff, temporary workers, visiting staff and those employed on a casual basis. Some lone working arrangements may be more suitable than others for different individuals.

Scope of the procedure

The Health and Safety Executive (HSE) defines lone workers as those 'who work by themselves without close or direct supervision'. 'Lone workers' includes;

Those working at their main place of work where:

- Only one person is working on the premises, e.g. caretakers
- People work separately from each other, e.g. in different rooms
- People working outside normal hours, e.g. cleaners.

Those working away from their fixed base where:

- One staff member is visiting another educational setting or meeting venue
- One staff member is making a home visit to an individual
- One staff is working from their own home

Aims of the procedure

The aim of the policy is to:

- Increase staff awareness of safety issues relating to lone working
- Ensure that the risk of lone working is assessed in a systematic and ongoing way, and that safe systems and methods of work are put in place to reduce the risk so far as is reasonably practicable

- Ensure that appropriate support and training is available to all staff that equips them to
- Recognise risk and provides practical advice on safety when working alone
- Encourage full reporting and recording of all adverse incidents relating to lone working Reduce the number of incidents and injuries to staff related to lone working.

Responsibilities

The Headteacher is responsible for:

- Ensuring that there are arrangements for identifying, evaluating and managing risks associated with lone working
- Providing resources for putting the procedure into practice
- Ensuring that there are arrangements for monitoring incidents linked to lone working and that the effectiveness of this policy is regularly reviewed.
- Ensuring that all staff are aware of the procedure
- Taking all possible steps to ensure that lone workers are at no greater risk than other employees
- Identifying situations where people work alone and deciding whether systems can be adopted to avoid workers carrying out tasks on their own
- Ensuring that risk assessments are carried out and reviewed regularly
- Putting procedures and safe systems of work into practice which are designed to eliminate or reduce the risks associated with working alone
- Ensuring that staff groups and individuals identified as being at risk are given appropriate information, instruction and training, including training at induction, and updating and refreshing this training as necessary
- Managing the effectiveness of preventative measures through a robust system of reporting, investigating and recording incidents
- Ensuring that appropriate support is given to staff involved in any incident
- Providing a mobile phone, and other personal safety equipment, where this is felt to be desirable

Employees are responsible for:

- Taking reasonable care of themselves and others affected by their actions
- Following guidance and procedures designed for safe working
- Reporting all incidents that may affect the health and safety of themselves or other and asking for guidance as appropriate

- Taking part in training designed to meet the requirements of the policy
- Reporting any dangers or potential dangers they identify or any concerns they might have in respect of working alone
- Seeking the permission of the Headteacher before working alone on the school premises outside normal school hours
- Ensuring they do not arrange meetings with parents or members of the public when lone working. Meetings must be arranged during school occupancy times, or when there are other members of staff on site.

Guidance for Risk Assessments of Lone Working

- Is the person medically fit and suitable to work alone?
- Are there adequate channels of communication in an emergency?
- Does the workplace or task present a special risk to the lone worker?
- Is there a risk of violence?
- Are women especially at risk if they work alone?
- Has safe travelling between appointments been arranged?
- Have reporting and recording arrangements been made where appropriate?
- Can the whereabouts of the lone worker be traced?

Good Practice for Lone Workers

- During their working hours, all staff leaving the workplace (or home) should leave written details of where they are going and their estimated time of arrival back at school
- If, in the course of a trip away from school, plans change significantly, this should be communicated back to the school office
- Telephone contact between the lone worker and a colleague may also be advisable
- Staff should avoid meeting clients alone at the workplace
- When this is unavoidable, staff must make a risk assessment and obtain the prior agreement of their line manager who will make any arrangements to ensure their safety. This should be recorded in the meeting room diary, giving contact details of the person who is being met
- Lone workers should have access to adequate first-aid facilities and mobile workers should carry a first aid kit suitable for treating minor injuries

- Staff should ensure they have access to a telephone or means of communication in case of emergency during lone working.
- In general, staff should never work alone with a student and should never transport a student on their own
- Doors should be left open when lone working with pupils is unavoidable.

9.4 Student placement

Qualifications and training make an important contribution to the quality of care and education. As part of our commitment, we may offer placements to students undertaking relevant qualifications/training. We aim to provide students experiences that will contribute to the successful completion of their studies and provide examples of quality practice in early years care and education.

- The Education Coordinator ensures that students meet the 'suitable person' requirements.
- The Education Coordinator discusses the aim of the placement with the student's tutor prior to the placement commencing. The expectations of both parties are agreed at this point.
- The good character of students under 17 years old is vouched for by the establishment that places them, the Education Coordinator must be satisfied that all relevant checks have been made.
- Students do not have unsupervised access to children.
- Students and apprentices who are undertaking L3 or above may be counted in ratios if the headteacher is convinced that they are suitably experienced.
- Employed trainee staff over the age of 17 may be included in staffing ratios if deemed competent.
- Staff working as apprentices (aged 16 or over) may be included in staffing ratios if deemed competent.
- Public liability and employer's liability insurance is in place that covers students and voluntary helpers.
- Students are aware of confidentiality.
- Student induction includes how the school and sessions are managed, and policies and procedures, in particular safeguarding, confidentiality and health and safety.
- The Education Coordinator co-operate with students' tutors to assist them in fulfilling the requirements of their course of study.
- The school communicates a positive message to students about the value of qualifications and training.
- The needs of the children and their families remain paramount at all times and students are only admitted in numbers that do not hinder the work of the school.

- All placement students will be assigned a named supervisor who is responsible for overseeing their work and providing appropriate support and feedback.
- The school accepts placement students only where there is sufficient capacity to support them without compromising the care and education of pupils.
- The school reserves the right to terminate a placement if the student's conduct or performance gives cause for concern, particularly in relation to safeguarding or professional behaviour.
- The school maintains a record of all student placements, including start/end dates, supervising staff, and DBS check status.

9.5 Staff Discipline, Conduct and Grievance procedure

Introduction

The purpose of this policy is to provide clear, consistent and fair procedures that enable the school to comply with its responsibilities under employment legislation and best practice.

The school leadership team (SLT) is committed to ensuring that all staff at the school should be treated in a consistent, fair and sensitive manner. This approach requires that the SLT should specify those aspects of misconduct which may warrant consideration under the terms of the school's disciplinary procedure. The SLT is committed to ensuring that all children at the school should be able to meet their potential and any barriers to learning due to staff conduct be removed through the use of the school's disciplinary and grievance procedures.

Discipline

It is expected that, wherever possible, problems of indiscipline will initially be dealt with through informal discussion. Where such advice has not led to the desired improvement or the matter is sufficiently serious to warrant immediate formal action, the disciplinary procedure will be operated. Disciplinary outcomes may include informal warnings, formal warnings, suspension, or termination, depending on the severity of the issue.

Conduct

Staff are expected to demonstrate consistently high standards of personal and professional conduct as described in the DfE document "Teachers' Standards Guidance for school leaders, school staff and governing bodies" and the school's "staff manual". Misconduct is defined as behaviour or conduct by an employee falling short of the school's standards. Gross misconduct is considered to be behaviour or conduct that falls so far below the standards required that it can be considered as a fundamental breach of contract. Acts of gross misconduct can lead to a dismissal for a first offence.

Grievance

Grievances are concerns, problems or complaints that staff raise with the the SLT.

It is to be hoped that grievances can be resolved promptly through effective communication and discussion. Informal discussions between staff and their line manager

are key to this and the vast majority of employee grievances can and should be resolved in this way. This approach prevents undue delay, lessens distress to the parties involved and it encourages good working relationships.

General Principles

The SLT is responsible for the overall management of standards in the school.

If there is the possibility of disciplinary action being taken, the employee will be advised to consult with their recognised Trade Union/Professional Association representative where applicable.

In dealing with a breach of discipline under the formal procedure, the same person should not conduct both the detailed investigation and the hearing. The SLT's member sitting on any appeal panel will not have been involved in the case in any material sense or have acted as a panel member for the disciplinary hearing.

Full and accurate records will be maintained throughout all disciplinary and grievance procedures.

Definitions of Misconduct

The lists below are not exclusive or exhaustive and there may be other matters which are sufficiently serious to warrant categorisation and consideration as either "misconduct" or "gross misconduct". For the purpose of the disciplinary procedure, the terms "misconduct" and "gross misconduct" are also taken to include "negligence" and "gross negligence" where the occurrence amounts to a breach of contract.

Misconduct:

which may warrant action under the appropriate stage of the disciplinary procedure includes:

- poor timekeeping or persistent lateness
- unauthorised absence from work
- unauthorised use of the school facilities including the Internet
- willful failure to comply with a reasonable instruction from a member of senior management
- persistent minor breaches of health and safety requirements
- foul or abusive language
- sexual or racial harassment which is not sufficiently serious to fall into the category of "gross misconduct".

Gross misconduct;

occurs when the actions complained of are such that it is not feasible to tolerate the continued presence of the employee at the place of work whilst the matter is being investigated and include:

- unauthorised removal of school property
- sexual or racial harassment
- offences of dishonesty
- serious breaches of health and safety requirements
- sexual offences
- criminal offences which undermine the employee's ability to perform his/her job
- sexual misconduct at work
- persistent willful failure to comply with a reasonable instruction from a member of senior management
- fighting
- physical assault or threats of such a nature
- actions which bring the school into serious disrepute
- drunkenness
- falsification of documentation including time sheets, signing in sheets, subsistence and expenses claims etc.
- theft
- malicious damage to the school's property

Suspension

An employee may be suspended from duty on full pay while an investigation is conducted. Suspension is not a disciplinary penalty and is a neutral act. Suspension will not be automatic, and consideration will be given to alternatives to remove an individual from the workplace.

In some cases it may be appropriate for the employee to take a short period of leave on full pay (i.e. being asked to remain at home with no work having been allocated). Any period of leave will not be recorded on file as part of any disciplinary record. This may include prior to an investigatory interview being held. In such cases the school will normally seek advice from HR services. It is important to understand that leave and suspension from duty are not disciplinary sanctions.

10 Childcare practice policy

Alongside associated procedures in 10.1 to 10.10, this policy was adopted by Eikoku Maeda Gakuen Finchley and Acton Yochien School on 1st September 2025.

Aim

Our aim is to provide a safe, nurturing, and stimulating environment that supports the holistic development of every child in our care. We are committed to delivering high-quality childcare that promotes each child's welfare, learning, and development in accordance with the principles of the Early Years Foundation Stage (EYFS) and the Independent School Standards. We strive to foster a culture of inclusivity, respect, and partnership with parents, ensuring that all children feel valued, secure, and empowered to reach their full potential.

Objectives

- Children need to form a secure attachment to their key person when they join the school to feel safe, happy and eager to participate and learn. It is their entitlement to be settled comfortably into a new environment.
- The needs of part-time children are considered.
- There is a procedure for when children do not settle and for prolonged absences.
- Introductions and induction of the parent is carried out before children start.
- Prime times of the day make the very best of routine opportunities to promote 'tuning-in' to the child emotionally and create opportunities for learning. We actively promote British values, inclusion, equality of opportunity and the valuing of diversity.
- These procedures build on three key statements.
 1. Learning is a lifelong process, which enables children and adults to contribute to and shape their world.
 2. We want the curriculum we provide to help children to learn to:
 - be confident and independent
 - be aware of and responsive to their feelings
 - make caring and thoughtful relationships with other people
 - become increasingly excited by, interested in, and knowledgeable and questioning about the world around them.

3. We provide a wide range of interesting child-chosen and adult-initiated activities which:

- give children opportunities to use all their senses
- help children of different ages and stages to play together
- help children be the directors of their own learning
- help children develop an inquiring and questioning attitude to the world around them

Funded places – free entitlement

All 3- and 4-year-olds in England are entitled to 15 hours free childcare each week for 38 weeks of the year. Funded places are offered in accordance with national and local codes of practice and adherence to the relevant Provider Agreement/Contract with the local authority.

Legal References;

Special Educational Needs and Disability Act 2001

Special Educational Needs and Disability Code of Practice (DfE and DHSC 2014)

Equality Act 2010

Childcare Act 2006

10.1 Waiting list and admissions

We aim to ensure that all sections of the community receive accessible information, and that our admissions procedures are fair, clear and open to all parents who apply for a place. The availability of a place at the school considers staff/child ratios, the age of the child and registration requirements.

- The school is widely advertised in places accessible to all sections of the community.
- Where the number of children wanting places exceeds the number of places available a waiting list is operated using clear criteria for allocation of places.
- Information about the school is accessible, using plain English and Japanese, in written and spoken form.
- Children with disabilities are supported to take full part in all activities within the school and the school makes reasonable adjustments to ensure that this will be the case from the time the child is placed on the waiting list.
- Children are admitted from 2 years up to Japanese statutory school age when children turn six by the end of March.
- The waiting list is arranged in length of time on the waiting list and in addition may take into account the following:
 - siblings already attending the school
 - the capacity of the school to meet the individual needs of the child
 - children of staff members
 - Specific needs or circumstances, where appropriate
- The school and its practices are welcoming and make it clear that fathers, mothers, other relations and carers and childminders are all welcome.
- The school and its practices operate in a way that encourages positive regard for and understanding of difference and ability, whether gender, family structure, class, background, religion, ethnicity or competence in spoken English and Japanese.
- Places are provided in accordance with Childcare terms and conditions issued to every parent when the child takes up their place. Failure to comply may result in the provision of a place being withdrawn.

Admissions

- Families will be contacted when a space becomes available and parents are asked to pay any deposit required.

- Once a childcare place has been offered the relevant paperwork is completed by the school before the child starts and filed on the child's personal file.
- Before the child starts, settling-in sessions will be arranged to support a smooth transition into the setting.
- The school reserves the right to withdraw an offer if false information was provided, or if fees or documents are not received by the stated deadline.

Children with SEND

- The designated person for special educational needs and disability must seek to determine an accurate assessment of a child's needs at registration. If the child's needs cannot be met from within the school's core budget, then an application for SEN inclusion funding must be made immediately.
- Children with identified SEND must be offered a place when one becomes available as with any other child. However, the start date for children with more complex SEND will be determined by the preparations made to ensure the child's safety, well-being and accessibility in the school. If a child's needs determine that adjustments need to be made, the headteacher must outline a realistic timeframe for completion, detailing the nature of adjustments e.g. risk assessment, staff training, health care plan and all other adjustments required. The child's safety at all times is paramount.
- At the time of registration, the designated person for special educational needs and disability must check to see if a child's family is in receipt of Disability Living Allowance, if so, the designated person must ask for evidence to enable them to claim the Disability Access Fund directly from the local authority. If the family is eligible but not in receipt of the allowance, the school education coordinator will support the family in their application. More information can be found at www.gov.uk/disability-living-allowance-children/how-to-claim.
- Preparation for admitting a child with SEND must be made in a reasonable amount of time and any delay in the child starting is scrutinised by the school headteacher to avoid discrimination and negative impact on the child and family. During a preparation period the family and relevant agencies and the local authority must be regularly updated on the progress of the preparations.

Safeguarding/child protection

If information is provided by the parents that a child who is starting at the school is currently, or has had involvement with social care, the Designated Safeguarding Lead (DSL) will contact the agency to seek further clarification.

Further guidance;

Early Years Entitlements: Operational guidance for local authorities and providers (DfE 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/718181/Early_years_entitlements-operational_guidance.pdf

10.2 Attendance

We take steps to ensure that children are kept safe, that their wellbeing is promoted, and that they do not miss out on their entitlements and opportunities. At the very least, good attendance promotes good outcomes for children. In a small minority of cases, good attendance may also lead to early identification of more serious concerns for a child or family.

There are several reasons why a child may be absent from school. In most cases it is reasonable to expect that parents/carers alert the school as soon as possible, or in the case of appointments and holidays give adequate notice. Parents are advised that they should contact the school within one hour of the time the child would have been expected to advise of their absence. Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) must also adhere to Local Safeguarding Partners (LSP) requirements, procedures and contact protocols for children who are absent or missing from childcare.

- Parents/carers are expected to ensure their child attends on the days agreed upon during enrolment, and to arrive at the scheduled times.
- Attendance is recorded daily and monitored regularly. Patterns of frequent or prolonged absence will be followed up to ensure the welfare of the child and provide support where needed.
- Where a child has frequent unexplained absences, the school may contact the parents to discuss concerns and, if necessary, refer to appropriate external agencies in line with safeguarding protocols.
- All absences are recorded digitally in the daily attendance register.
- In the event of an emergency (e.g. extreme weather, power failure), parents will be notified as soon as possible and the absence will not affect the child's attendance record. If a child who normally attends fails to arrive and no contact has been received from their parents, the school takes immediate action to contact them to seek an explanation for the absence and be assured that the child is safe and well.
- Attempts to contact the child's parents or other named carers continue throughout the day on the first day of absence.
- If no contact is made with the parents and there is no means to verify the reason for the child's absence i.e. through a named contact on the child's registration form, this is

recorded as an unexplained absence on the child's personal file and is followed up by the headteacher each day until contact is made.

- If contact has not been made within two working days, the Education Coordinator will contact children's services for advice about making a referral. Other relevant services may be contacted as per LSP procedures.
- All absences are recorded on the child's personal file with the reason given for the absence, the expected duration and any follow up action taken or required with timescales.
- Absence records are retained for at least three years, or until the next Ofsted inspection following a cohort of children moving on to school.

If at any time further information comes to light that gives cause for concern, procedure for 7.1 Responding to Safeguarding or Child Protection Concerns is immediately followed.

Safeguarding vulnerable children

- The DSL or key person attempts to contact the parents to establish why the child is absent. If contact is made and a valid reason given, the information is recorded in the child's file.
- Any relevant professionals involved with the child are informed, e.g. social worker/family support worker.
- If contact is made and the DSL/DDSL is concerned that the child is at risk, the relevant professionals are contacted immediately. The events, conversation and follow-up actions are recorded. If contact cannot be made, the DSL contacts the relevant professionals and informs them of the situation.
- If the child has current involvement with social care, the social worker is notified on the day of the unexplained absence.
- If at any time information comes to light that gives cause for concern, procedure for 7.1 Responding to Safeguarding or Child Protection Concerns is followed immediately.

Absence Due to Infectious Illness

Parents must follow public health guidance for exclusion periods (e.g., 48 hours after vomiting/diarrhoea). The school may request confirmation if necessary.

Poor/irregular attendance

Whilst attendance at an early years setting is not mandatory, regular poor attendance may be indicative of safeguarding and welfare concerns that should be followed up.

- In the first instance the headteacher should discuss a child's attendance with their parents to ascertain any potential barriers i.e. transport, working patterns etc and should work with the parent/s to offer support where possible.
- If poor attendance continues and strategies to support are not having an impact, the Education Coordinator must review the situation and decide if a referral to a multi-agency team is appropriate.
- Where there are already safeguarding and welfare concerns about a child or a child protection plan is in place, poor/irregular attendance at the school is reported to the Social Care worker without delay.

In the case of funded children the local authority may use their discretion, where absence is recurring or for extended periods, taking into account the reason for the absence and impact on the school. The proprietor is aware of the local authority policy on reclaiming refunds when a child is absent from a school.

10.3 Settling In and Transitions

To feel securely settled and ready to learn, children need to form attachments with the adults who care for them, primarily a key person, but others too. In this way they feel part of a community; they are able to contribute to that community and receive from it. Very young children, especially two- to three-year-olds, approach separation from their parents with anxieties, older children have a more secure understanding of 'people permanence' and are able to approach new experiences with confidence; but also need time to adjust and feel secure. It is the entitlement of all children to be settled comfortably into a new environment.

We follow a three-stage model of settling in based on three key needs:

1. Proximity - Young children feel safest when a familiar adult, such as a parent, is present when they are getting used to a new carer and new surroundings. In this way they can become confident in engaging with those experiences independently later on.
2. Secure base – Because the initial need for proximity of the parent has been met, young children gradually begin to feel secure with a key person in a new surrounding so that they are able to participate independently for small periods of time.
3. Dependency – Young children are able to separate from parents' and main carers when they have formed a secure attachment to their key person who knows and understands them best and on whom they can depend for their needs to be met.

Each child is assigned a Key Person who forms a strong attachment with the child and supports their emotional wellbeing throughout the settling process and beyond.

The school headteacher and key person explain the need for settling in and agree a plan with the parents.

Settling-in for children with SEND

- If a child has been identified as having SEND then the key person/headteacher and parents will need to identify and address potential barriers to settling in e.g. timings of medication and invasive procedures, specific routines and levels of support.
- Start times for children with SEND may be staggered to allow sufficient one to one time with each child and parent.
- In their first week, children who are settling in will not stay all day.

Settling-in for two-year-olds

- A two-year-old may have little or no experience of group care. As part of gathering information from parents, it is important to find out about the child's experience of non-parental care, for example grandparents, or childminders; this informs staff as to how a child may respond to a new situation.
- The three-stage approach involving Proximity, Secure Base and Dependency/Independence is applied.
- After the induction meeting with the headteacher and key person, a settling-in plan is drawn up.
- The settling-in plan includes; parent/carer staying with the child or staying in another room, and child stays for half-day based on the child's confidence and readiness.
- Separation causes anxiety in two-year-olds, as they have no concept of where their parents have gone. Parents should always say goodbye and tell them when they will return. Patience with the process will ensure children are happy and eager to come to play and be cared for in the school.

Three- four- and five-year-olds

- Most children of this age can move through the stages more quickly and confidently.
- Some children take longer, and their needs for proximity and secure base stages should be accommodated as much as possible.
- Some children appear to leap to dependency/independence within a couple of days. In most cases, they will revert to the need for proximity and a secure base. It can be difficult to progress to true dependency/independence and this can be frustrating.
- After the parent attends an induction meeting with the headteacher and key person, a settling-in plan is drawn up.
- The settling-in plan includes; parent/carer staying with the child or staying in another room, and child stays for half-day based on the child's confidence and readiness.
- Parents are encouraged to explain to their child where they are going, and that they will return.

For children whose first language is not Japanese

- For many children learning Japanese as an additional language, the stage of proximity takes longer as the child is dependent upon the parents' input to make sense of what is going on.

- If the parent does not speak Japanese, practitioners speak in English for induction; it is helpful for them to see around the school and be clear about their role in interpreting in the play area.
- The settling-in programme is explained to the parent, and it is emphasised how important it is that they stay with the child and talk to him/her in the home language to be able to explain things.
- Through the parent, the key person will try to gauge the child's level of skills in their home language; this will give the key person an idea of the child's interests and levels of understanding.
- The need for the parent to converse in the child's home language is important.
- The key person makes the parent feel welcome using smiles and gestures.
- With the parent, make a list of key words in the child's home language; sometimes it is useful to write the word as you would pronounce it. These words will be used with the child and parents will be addressed with 'hello' and 'goodbye' in their language.
- The key person prepares for the child's visits by having a favourite toy or activity ready for the child to provide a means to interact with the child.
- Children will be spoken to as per any other child, using gestures and facial expressions to help.
- When the child feels happy to spend time with the key person (secure base), the parent should spend time outside of the room.
- Progress with settling in will be done as with any other child; it just takes a little longer to reach dependency/independence.

Transitions

We recognise that transitions can be emotionally challenging. Staff provide reassurance, continuity of care, and age-appropriate emotional support to help children feel secure.

Between rooms or age groups

When a child is moving to a new room or age group:

- Visits to the new room are arranged in advance.
- The Key Person or familiar staff member may accompany the child during initial transition visits.
- Parents are informed and involved in the transition process.

Transition to school or new setting

For children transitioning to primary school or another setting:

- Key information about the child's development and interests is shared with the new provider or school (with parental consent).
- Transition books, photo stories, or role-play activities may be used to prepare the child for the change.
- Where possible, liaison with the receiving teacher or school is arranged.
- Children may be taken to visit the primary school so they can become familiar with the environment there.
- Details of the school that a child will be attending are recorded in the child's file.

10.4 Establishing children's starting points

When children start at the school they arrive at different levels of learning and development. In order to help them to settle and make rapid progress it is important that they are provided with care and learning opportunities that are suited to their needs, interests and abilities. This means establishing and understanding their starting points and whether there are any obstacles to their learning, so that teaching can be tailored to the 'unique child'.

- The aim of establishing a child's starting points is to ensure that the most appropriate care and learning is provided from the outset.
- Starting points are established by gathering information from the first contact with the child's parents at induction and during the 'settling in' period. Staff do not 'wait and see' how the child is settling before they begin to gather information.
- The key person is responsible for establishing their key children's starting points by gathering information in the following ways:
 - observation of the child during settling in visits
 - discussion with the child's parents
 - building on information that has been gathered during registration by referring to the registration form

The information gathered is recorded within two weeks of the child's official start date and sooner where possible.

- The key person must make a 'best fit' judgement about the age band the child is working in.
- The key person should complete details by indicating where they have gathered their evidence from, using more than one source where possible i.e. parent comment and observation during settling in.

If the initial assessment raises any concerns that extra support may be required. The procedure 10.8 Identification, assessment and support for children with SEND is followed.

10.5 Arrivals and departures

Arrivals and departures are key times in the day when children need support from their carer to make the transition smooth and happy; these times of day also pose a certain level of risk as parents and carers come and go. All staff are aware of the potential risks and take measures to minimise them.

Arrivals

- Whenever possible the key person or class teacher always greets children. This ensures that children are received into the school by a familiar and trusted adult.
- Children should arrive during the designated arrival window (9:15-9:30 AM for Finchley Yochien and 9:00-9:30 AM for Acton Yochien) to ensure a calm start and full participation in the day's activities.
- Children must be brought into the setting and handed over in person to a staff member. Parents/carers should not leave their child at the door or unattended.
- The key person or class teacher who greets the child marks their presence and time of arrival in the register.
- If a child who is expected fails to arrive, this is recorded on the child's personal file and the headteacher is immediately notified so that they can contact the child's parents to find out why the child is absent following procedure 10.2 Attendance.
- The class teacher or key person ensures that the child has been signed in by the parent/carers.
- The key person greets the parents and takes time to hear information the parents need to share.
- The school informs the parents of aspects of the day, such as if there is an agency member of staff or flexible worker in, which members of staff will be around later when parents collect their child, any planned outings, or special planned event.
- The key person or class teacher receives the child physically and tunes in to how he or she is feeling and prepares to meet his/her needs.

- Always ensure that the parents say goodbye to their child and say they are coming back to collect him/her.
- If the member of staff receiving the child is not the key person or the class teacher, the member of staff will hand over the information shared by the parents to the key person or the class teacher when they arrive.

Injuries noted on arrival

- Upon arrival, staff carry out a brief visual check of each child to ensure their health and wellbeing.
- If a child is noted to have visible injuries when they arrive at the school, staff must complete a Pre-Existing injury form as soon as possible. Parents/carers will be asked to explain the cause of the injury and sign the injury record to confirm the details. All staff are trained to recognise signs of non-accidental injury and understand the correct procedure for reporting and documenting them.

Departures

- Children are prepared for home, with clean faces, hands and clothes if required.
- Children should be collected within the agreed collection time (3:00 PM for Finchley Yochien and 2:45 PM for Acton Yochien). Any changes must be communicated to the setting in advance.
- The key person or class teacher always aims to greet parents when they arrive, ensuring that the person who has arrived to collect the child is named on the signing in/out form. They hand over the child personally and enter the time of departure in the register.
- Only individuals listed on the child's authorised collection form may collect the child. Staff will not release children to anyone not named, even if known to the child, without parental consent. In emergency situations, parents must inform the setting by phone or in writing of any changes to the usual collection arrangements.
- Only persons aged over 16 years should normally collect children. If a parent has no alternative, then this is agreed with the headteacher and a risk assessment completed and signed by the parent. In all cases the headteacher will ask the parents to ensure that in future alternative arrangements are made. If the parent is under 16 years of age a risk assessment will be completed. No child will be collected by anyone who has not reached 14 years of age. The risk assessment should take account of factors such as age/vulnerability of child, journey travelled, arrangements upon leaving the school to go home/elsewhere.

- Practitioners verbally exchange information with parents.
- If someone other than the key person is with the child at the end of the day, the key person should pass general information to the other staff or write a note for the parents. Confidential information should be shared with the headteacher to pass on.
- Children remain the responsibility of the school only once they have been signed in and physically handed over to an authorised adult.

Maintaining children's safety and security

Arrivals and departures pose a particular threat to the safety and security of the children, particularly when parents arrive at the same time. Access to the premises is controlled at all times. Only authorised individuals may enter or exit, and external gates are kept secure during the day. To minimise the risk of a child leaving the building unnoticed, the headteacher conducts a risk assessment that identifies potential risks and the measures put in place to minimise them, such as staff busy talking to individual parents or doors left ajar. The risk assessment is shared with the health and safety officer and DSL and is updated as and when required.

10.6 Intimate care and nappy changing

Nappy changing times are key times in the day for being close and promoting security as well as for communication, exploration and learning.

Young children, intimate care and toileting

- Only DBS-checked staff members are permitted to carry out intimate care. Staff are aware of safeguarding procedures and infection control protocols. Although one-to-one intimate care may be necessary, it is carried out in an area that allows visual supervision or transparency (e.g. open-door policy or observation panel) where possible.
- Staff follow strict hygiene practices including:
 - Wearing disposable gloves and aprons
 - Using disposable changing sheet (after every use)
 - Disposing of nappies and wipes in designated bins
 - Washing hands before and after each procedure
- Wherever possible, key persons undertake changing young children in their key groups; the class teacher changes them if the key person is absent. Where it is unavoidable that other members of staff are brought in, they must be briefed as to their responsibilities towards designated children, so that no child is inadvertently overlooked and that all children's needs continue to be met.
- Young children from two years old may be put into 'pull ups' as soon as they are comfortable with this and if parents agree.
- Changing areas are warm, appropriately sited and there are safe areas for young children to have their bottoms cleaned.
- Each child brings their own nappies/pull ups from home.
- Key persons ensure that nappy changing is relaxed and a time to promote independence in young children.

- Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- They are encouraged to wash their hands and have soap and paper towels to hand. They should be allowed time for some play as they explore the water and the soap.
- Anti-bacterial hand wash liquid or soap should not be used by young children, as they are no more effective than ordinary soap and water.
- Key persons are gentle when changing and avoid pulling faces and making negative comments about the nappy contents.
- Wipes are used to clean the child. Where cultural practices involve children being washed and dried with towels, staff aim to make reasonable adjustments to achieve the desired results in consultation with the child's parents. Where this is not possible it is explained to parents the reasons why. The use of wipes achieves the same outcome whilst reducing the risk of cross infection from items such as towels that are not 'single use' or disposable.
- Key persons do not make inappropriate comments about young children's genitals when changing their nappies.
- Older children use the toilet when needed and are encouraged to be independent.
- Members of staff do not wipe older children's bottoms unless there is a need, or unless the child has asked.
- Parents are encouraged to provide enough changes of clothes for 'accidents' when children are potty training.
- Accidents are treated discreetly and promptly. Children are cleaned, changed, and comforted with care and reassurance.
- If spare clothes are kept by the school, they are 'gender neutral' i.e. neutral colours, and are clean, in good condition and are in a range of appropriate sizes.
- If young children are left in wet or soiled nappies/pull-ups in the school, this may constitute neglect and will be a disciplinary matter.

Nappy changing records

- Key persons record when they changed the child's nappy and whether the child passed a stool and if there was anything unusual about it e.g. hard and shiny, soft and runny or an unusual colour.
- If the child does not pass a stool, or if he/she strains to do so, or is passing hard or shiny stools, the parents will be informed. The child may be constipated so their dietary intake may need to be adjusted. Constipation is not 'normal' and every effort is made with the parent to help them adjust the diet until soft, formed stools are passed.
- A stool that is an unusual colour can usually be related to the food that was eaten, so it is important that this is noted. However, a stool that is black, green or very white indicates a problem, and the child should be taken to the doctor.
- Very soft, watery stools are signs of diarrhoea; strict hygiene needs to be carried out in cleaning the changing area to prevent spread of infection. The parent should be called immediately to inform their child's condition and will be asked to collect their child when three or more episodes of diarrhoea occurs. The child must have passed 48hours after the last episode of diarrhoea before returning.
- Sometimes a child may have a sore bottom. This may have happened at home as a result of poor care; or the child may have eaten something that, when passed, created some soreness. The child also may be allergic to a product being used. This must be noted and discussed with the parent and a plan devised and agreed to help heal the soreness. This may include use of nappy cream or leaving the child without a nappy in some circumstances. If a medicated nappy cream such as Sudocrem is used, this must be recorded as per procedure 5.2 Administration of medicine.

Nappy changing is always done in a designated area. Children are not changed in play areas or next to snack tables. We maintain the dignity of the child and good hygiene practice.

10.7 Sleep and rest time

Sleep and rest times are key times in the day for being close and promoting security. Younger children will need to sleep but older children do not usually need to. No child is made to sleep.

- Young children sleep on rest mats and have their own personalised bedding.
- Young children each are allowed to keep any special toy, book, or comforter that they need for sleep.
- Nappies are changed and heavier clothing is removed.
- Hair accessories with parts that may come loose or detached and pose a choking hazard are removed before sleep/rest time.
- A separate area of the room is made as quiet as possible, perhaps with some soft music playing and curtains drawn.
- Young children are settled by their key person. They are soothed to sleep. Key persons may stroke or very gently pat children.
- Children are monitored continuously during sleep. Staff check breathing and well-being at regular intervals (every 5 to 10 minutes).
- All sleep and rest periods are documented, including duration.
- Older children are offered quiet rest periods to relax and recharge, especially after lunch.
- Bedding is individual to each child and washed by parents/carers at least once a week. Mats are cleaned every week too.

Further guidance;

Safer Sleep for Babies (Lullaby Trust) www.lullabytrust.org.uk/safer-sleep-advice

10.8 Identification, assessment and support for children with SEND

We have regard for the Special Educational Needs and Disability (SEND) (DfE and DoH 2015) which states that local authorities must ensure that all early years providers that they fund in the maintained, private, voluntary and independent sectors are aware of the requirement on them to meet the needs of children with SEN and disabilities. When securing funded early education for three- and four-year-olds local authorities should promote equality and inclusion for children with disabilities or SEN; this includes removing barriers that prevent access to early education and working with parents to give each child support to fulfil their potential.

The term SEN support defines arrangements for identifying and supporting children with special educational needs and/or disabilities. We are required to offer appropriate support and intervention and to promote equality of opportunity for children that we care for.

A child is considered to have SEND if they have a learning difficulty or disability that calls for special educational provision to be made.

Children's SEND generally falls within the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Ongoing CPD is provided to ensure staff are confident and competent in inclusive practice.

Graduated approach

Initial identification and support (identifying special educational needs)

- Ongoing formative assessment forms part of a continuous process for observing, assessing, planning and reviewing children's progress.

- Children identified as having difficulty with one or more areas of development should be given support by applying some simple strategies and resources.
- For most children application of some simple differentiation approaches will be enough to build confidence and help the child develop.
- If despite applying differentiated strategies a child continues to struggle and is showing significantly more difficulty with learning than their peers or has a disability which requires specific adjustments, then the key person should raise a concern with the designated person for special educational needs and disability and the child's parents.

Observation and assessment of children's SEN

Where a child appears to be behind expected levels, or their progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the school.

- Information can be collated from formal checks such as the progress check at age two, observations from parents and observation and assessment by the school of the child's progress.
- When specialist advice has been sought externally, this is used to help determine whether or not a child has a special educational need (SEN).
- The child's class teacher and the designated person for the special educational needs and disability use this information to decide if the child has a special educational need.
- If the decision is that the child does have a SEN and the parents are not already aware of a concern, then the information is shared with them. Once parents have been informed, they should be fully engaged in the process, contributing their insights to all future actions for their child.

Planning intervention

- Everyone involved with the child should be given an opportunity to share their views. Parents should be encouraged to share their thoughts on the child's difficulties and be involved in the decision as to what will happen next.
- A first intervention option may be to carry on with applying differentiated support and to review the child's progress at an agreed date. If the child's needs are more complex, then the decision may be to go straight ahead and prepare Assess, Plan, Do Review (APDR) with detailed evidence-based interventions being applied straight away and simultaneously external referrals made.
- APDR described below, ensures that children that are identified, or suspected of having a SEN will receive the right level of support and encouragement with their learning and development as early as possible.

Involving the child

- The SEND Code of Practice supports the rights of children to be involved in decisions about their education.
- Inclusion of children with SEND helps build self-confidence and trust in others.
- Ascertaining children's views may not be easy, a range of strategies will be needed.
- Accurate assessment helps identify children's strengths and possible barriers to learning.
- The class teacher and the designated person for special educational needs and disabilities work in partnership with parents and other agencies to involve the child wherever appropriate.
- Children are involved at appropriate stages of the assessment and to their level of ability.
- Establishing effective communication is essential for the child's involvement.

Assess, Plan, Do, Review (APDR)

- We follow the graduated approach:

- Assess: Gather information on the child's needs.
- Plan: Develop a targeted plan with outcomes.
- Do: Implement interventions and monitor progress.
- Review: Evaluate the effectiveness and adapt as necessary.

Parents/carers are involved in every stage of this cycle.

- This should show what support is required to help achieve outcomes for the child and detail the frequency of these interventions and who will apply them and with what resources.
- A review date (at least termly) should be agreed with the parents so that the child's progress can be reviewed against expected outcomes and next steps agreed.
- A copy of the plan is stored in the child's file so that any other member of staff or an inspector looking at the file will see how the child is progressing and what interventions have been or are being applied.
- If a child requires specific medical interventions during their time in the school, Health care plan form should also be completed and integrated into the general plans to ensure the child's medical needs are known and safely met.
- APDR should provide an accessible summary of the child's needs, which can be used if further assessment is required including a statutory Education Health and Care (EHC) Assessment, and development of an EHC plan.
- If external agencies are already involved at this stage, then they should also be invited to help decide on what appropriate interventions are needed to help meet outcomes for the child. The designated person for special educational needs and disabilities should take the lead in coordinating further actions including preparation of the action plan and school short-term targets.
- APDR highlights areas in which a child is progressing well; areas in which some additional support might be needed and any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It describes the activities and strategies the provider intends to adopt to address any issues or concerns.

- Planned intervention should be based on the best possible evidence and have the required impact on progress with longer-term goals covering all aspects of learning and development and shorter-term targets meeting goals.
- The plan should focus on the needs of the child, the true characteristics, preferences, and aspirations of the child and involvement of the parents with a clear set of targets and expected outcomes for the child. Effective planning at this stage should help parents and children express their needs, wishes, and goals:
 - focus on the child as an individual and not their SEN label
 - be easy for children to understand and use clear ordinary language and images, rather than professional jargon
 - highlight the child strengths and capacities
 - enable the child, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future
 - tailor support to the needs of the individual
 - organise assessments to minimise demands on families
 - bring together relevant professionals to discuss and agree together the overall approach
- If the child fails to make progress and multi-agency support is sought, then it is at this point that Early Help Assessment Plan should be considered.

Record keeping

If a child has or is suspected of having a SEN, a dated record should be kept of:

- the initial cause for concern and the source of this information, (the progress check at age two and/or outcomes of previous interventions). SEN support: Initial record of concern form can also be used for this purpose drawing information from other sources
- the initial discussion with parents/carers raising the possibility of the child's SEN
- the views of the parents and other relevant persons including, wherever possible, the child's views;

- the procedures followed with regard to the Code of Practice to meet the child's SEND e.g. APDR, referrals to external agencies and for statutory assessment
- evidence of the child's progress and any identified barriers to learning
- advice from other relevant professionals; and all subsequent meetings with parents/carers and other persons and any subsequent referrals

Records may include

- observation and monitoring sheets
- expressions of concern
- risk assessments
- access audits
- health care plans (including guidelines for administering medication)
- APDR
- meetings with parents and other agencies
- additional information from and to outside agencies
- agreements with parents
- guidelines for the use of children's individual equipment; Early Help Assessment Plan referrals
- referral to the local authority identifying a child's special educational needs and request for statutory Education, Health, Care (EHC) needs assessment; and a copy of an EHC plan

Seeking additional funding/enhanced/top up

If the child's needs cannot be met from within the school's core funding, then it will be at this point that the evidence collated will be used to apply for top up/enhanced funding from the local authority's inclusion fund. If a new or existing child is disabled, then the school should

check if the family is in receipt or have applied for Disability Living Allowance. If so, the school will be able to apply to their local authority for the local Disability Access Fund.

Statutory education, health and care (EHC) assessment and plan

Statutory assessment

- If a child has not made progress, then the next steps may be for the child to undergo an Education, Health and Care Needs Assessment (EHCNA).
- If a child is under compulsory school age, the local authority will conduct an EHC needs assessment if they consider that the child's needs cannot be met within the resources normally available to the early years school.
- When a child's needs appear to be sufficiently complex, or the evidence suggest specialist intervention then the local authority is likely to conclude that an EHC plan is necessary
- The local authority should fully involve the parent/carer and must seek advice from the school in making decisions about undertaking an EHCNA and preparing an EHC plan.
- Schools should prepare by collating information about the child's SEND including:
 - documentation on the child's progress in the school
 - interventions and support provided to date
 - evidence of external agency assessment, support and recommendations
 - parental views and wishes (and where appropriate those of the child)

The information will then be submitted to the local authority to allow them to accurately assess the child in the context of the support already given.

- The local authority must inform the child's parents/carers of their decision within six weeks of receiving a request for an assessment and give its reasons for their decision. If the local authority decides to conduct an assessment, it must ensure the child's parents are fully included right from the beginning and are invited to contribute their views. If the local authority subsequently decides not to conduct

an assessment it must then inform the parents of their right to appeal that decision, of the requirement for them to consider mediation should they wish to appeal.

- If the local authority decides that a statutory EHC plan is not necessary, it must notify the parents and inform the provider, giving the reasons for the decision. This notification must take place within 16 weeks of the initial request or of the child having otherwise been brought to the local authority's attention.
- If the decision following an assessment is to compile an EHC plan the local authority should consult collaboratively with the parents in the preparation of the plan ensuring that their views and their child's preferences are taken into account and that plans describe positively what the child can do and has achieved to date.
- Plans are evidenced based and focus on short term outcomes and long-term aspirations for the child including family and community support. Parents have the right to request a particular provision for their child to be named within their EHC plan.
- If an early years school is named, the local authority must fund this provision. They cannot force a school to take a child and can only name the provision in the EHC if the school agrees.
- Local authorities should consider reviewing an EHC plan for a child under age five at least every three to six months. Such reviews would complement the duty to carry out a review at least annually but may be streamlined and not necessarily require the attendance of the full range of professionals, depending on the needs of the child. The child's parents must be fully consulted on any proposed changes to the EHC plan and made aware of their right to appeal to the Tribunal.

Transition Planning

- We support children with SEND during transitions (e.g. into new classroom or new settings) through planned, personalised strategies.
- We liaise with receiving schools or settings to ensure continuity of support.

Further guidance;

Special Educational Needs and Disability (SEND) (DfE and DoH 2015) www.gov.uk/government/publications/send-code-of-practice-0-to-25

10.9 Progress check at age two

The progress check at age two is a statutory requirement under the Early Years Foundation Stage (EYFS) and must be completed for every child between the ages of 24 and 36 months. The written summary is shared with parents.

- A template for completing the two-year-old progress check is provided to practitioners that work with 2 year old children.
- The key person and class teacher are central to the progress check and they must lead and coordinate to complete it.
- The child should be attending the school for at least 6 weeks before the check is completed.
- Parents are welcomed to discuss their child's progress at a mutually convenient time. Practitioners must take into account the views of the parent and any concerns they may have.

Completing the progress check at age two

- On-going observational assessment informs the progress check and must be referred to.
- Children's contributions are included in the report. Staff must be 'tuned in' to the ways in which very young children, or those with speech or other developmental delay or disability communicate.
- Where any concerns about a child's learning and development are raised these are discussed with the parents/carers, and the headteacher.
- If concerns arise about a child's welfare, they must be addressed through 7. Safeguarding children, young people and vulnerable adults procedures.
- The key person must be clear about the aims of the progress check as follows:
 - to review a child's development in the three prime areas of the EYFS (Communication and Language, Physical Development, and Personal, Social and Emotional Development)
 - to ensure that parents/carers have a clear picture of their child's development

- to enable practitioners to understand the child's needs and, with support from practitioners, enhance development at home
- note areas where a child is progressing well and identify any areas where progress is less than expected
- describe actions the provider intends to take to address any developmental concerns (working with other professionals as appropriate)

11 Working in partnership with parents and other agencies policy

Alongside associated procedures in 11.1, this policy was adopted by Eikoku Maeda Gakuen Finchley and Acton Yochien on 1st September 2025.

Aim

We actively promote partnership with parents and recognise the importance of working in partnership with other agencies to promote the well-being of children and their families. This includes signposting parents/carers to support as appropriate.

Objectives

- We believe that parents/carers are children's first and most enduring educators and our practice aims to involve and consult parents/carers on all aspects of their child's well-being.
- We also recognise the important role parents/carers must play in the day-to-day organisation of the provision.
- We consider parents/carers views and expectations and will give the opportunity to be involved in the following ways:
 - sharing information about their child's needs, likes, achievements and interests
 - settling in their child to the agreed plan according our settling in procedures
 - taking part in children's activities and outings
 - contributing with ideas or resources as appropriate to enhance the curriculum of the school
 - taking part in early learning projects, sharing with practitioners knowledge and insights about their child's learning
 - contributing to assessment with information, photos and stories that illustrate how their child is learning within the home environment, taking part in day-to-day family activities
 - taking part in discussion groups

- taking part in planning, preparing, or simply participating in social activities organised within the school
- taking part in a parent forum to encourage the democratic participation of parents in discussions about the day-to-day organisation of the school, consulting about new developments and other matters as they arise
- involvement in the review of policies and procedures

Partnership and signposting to other agencies

We are committed to ensuring effective partnership with other agencies including:

- local authority early years services about the EYFS, training and staff development
- local programmes regarding delivering children's centres or the childcare element of children's centres
- social welfare departments regarding children in need and children who need safeguarding or for whom a child protection plan is in place
- child development networks and health professionals to support children with disabilities and special needs
- local community organisations and other childcare providers

Legal references;

Childcare Act 2006

Education Act 2011

11.1 Working in partnership with parents/carers and other agencies

We believe that families are central in all services we provide for young children. They are involved in all aspects of their child's care, their views are actively sought and they are actively involved in the running of the school in various ways.

We work in partnership with local and national agencies to promote the well-being of all children.

Families

- Parents are provided with written information about the school, including the school's safeguarding actions and responsibilities under the Prevent Duty
- Parents are made to feel welcome in the school.
- Every effort is made to accommodate parents who have a disability or impairment.
- The expectations we make on parents are made clear at the point of registration.
- There is a clear expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.
- There is sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
- Key persons support parents in their role as the child's first and most enduring educators.
- Key persons or class teachers regularly meet with parents to discuss their child's progress and to share concerns if they arise.
- The school work with parents to carry out an agreed plan to support a child's special educational needs.
- The school work with parents to carry out any agreed tasks where a child protection plan is in place.
- According to the nature of the school, there is provision for families to be involved in activities that promote their own learning and well-being.

- Parents are involved in the social and cultural life of the school and actively contribute.
- As far as possible the service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
- Parents are involved in regular assessment of their child's progress, including the progress check at age two.
- There are effective means for communicating with parents on all relevant matters and 12. Complaints Policy is referred to when necessary.
- Information about a child and their family is kept confidential within the school. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding their child's development that need to be shared with another agency. Parental permission will be sought unless there are reasons not to, to protect the safety of the child.
- Parental consent is sought to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.
- Parents' views are sought regarding changes in the delivery of the service.
- There are opportunities for parents to take active roles in supporting their child's learning in the school: informally through helping out or activities with their child, or through structured projects engaging parents and staff in their child's learning.
- We provide ideas and guidance to support learning at home, especially for language, play, and social development.
- Parents are encouraged to share achievements from home, which are incorporated into the child's learning journey.

Agencies

- We work in partnership or in tandem with local and national agencies to promote the wellbeing of children.
- Procedures are in place for sharing of information about children and families with other agencies.
- Information shared by other agencies (third party information) is also kept in confidence and not shared without consent from that agency.

- When working in partnership with staff from other agencies, individuals are made to feel welcome in the school and professional roles are respected.
- Staff follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the school and do not have access to any other children during their visit.
- Staff do not casually share information or seek informal advice about any named child/family.
- We consult with and signpost to local and national agencies who offer a wealth of advice and information promoting staff understanding of issues facing them in their work and who can provide support and information for families. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

Schools

- Schools work in partnership with schools to assist children's transition and share information.
- The Education Coordinator actively seeks to forge partnerships with local schools with the aim of sharing best practice and creating a consistent approach.

12 Complaints Policy

Alongside associated procedures in 12.1 to 12.2, this policy was adopted by Eikoku Maeda Gakuen Finchley and Acton Yochien on 1st September 2025.

At Eikoku Maeda Gakuen Finchley and Acton Yochien School, we aim to provide a high standard of care and education for all our children and to work in partnership with parents and carers. We take complaints seriously and will always listen and act upon concerns in a fair and transparent manner.

Complaints or grievances raised by staff members are dealt with under the Staff Grievance Policy and do not fall under this Complaints Policy.

Aims

- To ensure that concerns and complaints are dealt with promptly and fairly.
- To resolve complaints at the earliest possible stage.
- To maintain confidentiality and impartiality.
- To meet the regulatory requirements for handling complaints under the Independent School Standards and EYFS Framework.

Who can make a complaint?

This complaints procedure is not limited to parents or carers of children that are registered at the school. Any person, including members of the public, may make a complaint to Maeda Gakuen Yochien about any provision of facilities or services that we provide. Unless complaints are dealt with under separate statutory procedures (such as appeals relating to admissions), we will use this complaints procedure.

The difference between a concern and a complaint

A concern may be defined as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought.

A complaint may be defined as 'an expression of dissatisfaction however made, about actions taken or a lack of action'.

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure.

12.1 Complaints procedure

In accordance with the Education (Independent School Standards) Regulations 2014, the school operates a three-stage complaints procedure:

1. Stage 1 – Informal Resolution
2. Stage 2 – Formal Complaint
3. Stage 3 – Panel Hearing

We aim to resolve all concerns or complaints at the earliest possible stage. However, where concerns cannot be resolved informally, the following formal process is available and must be followed sequentially unless the complaint concerns the Headteacher (see below for alternative route).

Where a complaint raises a concern about child protection or safeguarding, it will be handled in accordance with the school's Safeguarding Policy, which takes precedence over this policy.

Stage 1 – Informal Resolution

- Parents should raise concerns with the relevant class teacher or key person in the first instance.
- Most concerns will be resolved informally within 5 working days.
- If the issue cannot be resolved informally, parents will be advised to submit a formal complaint in writing.

Stage 2 – Formal Complaint

- A formal complaint should be made in writing to the headteacher.
- The headteacher will acknowledge the complaint within 5 working days.
- The headteacher will investigate the matter and respond in writing within 28 calendar days of receiving the complaint.
- A written record of the complaint and outcome will be kept.

If the complaint concerns the headteacher, it should be addressed to Proprietor.

Stage 3 – Panel Hearing

- If the complainant is not satisfied with the Stage 2 response, they may request a panel hearing.
- The panel will consist of at least three people, one of whom is independent of the school.
- Complainants may be accompanied to a panel hearing by a friend, relative, or representative if they wish. This should be communicated to the school in advance.
- The panel will review the complaint and may make findings and recommendations.
- The hearing will be held within 15 working days of the request being received.
- The complainant will be allowed to attend and be accompanied if they wish.
- The panel's findings will be sent to the complainant, the headteacher, and where relevant, the person complained about, within 5 working days of the hearing.

Anonymous complaints

We will not normally investigate anonymous complaints. However, the headteacher or Proprietor, if appropriate, will determine whether the complaint warrants an investigation.

Time scales

You must raise the complaint within three months of the incident or, where a series of associated incidents have occurred, within three months of the last of these incidents. We will consider complaints made outside of this time frame if exceptional circumstances apply.

Complaints received outside of term time

We will consider complaints made outside of term time to have been received on the first school day after the holiday period.

Record Keeping and Confidentiality

- A written record of all complaints, including whether they are resolved at the preliminary stage or proceed to a panel hearing, will be kept for at least three years.
- Records will also show any action taken by the school as a result.
- Confidentiality will be maintained except where disclosure is legally required for inspection by Ofsted or the Independent Schools Inspectorate (ISI), upon request or in the best interest of the child.

12.2 Managing Serial and Unreasonable Complaints

Maeda Gakuen Yochien is committed to dealing with all complaints fairly and impartially, and to providing a high quality service to those who complain. We will not normally limit the contact complainants have with our school. However, we do not expect our staff to tolerate unacceptable behaviour and will take action to protect staff from that behaviour, including that which is abusive, offensive or threatening. Maeda Gakuen Yochien defines unreasonable behaviour as that which hinders our consideration of complaints because of the frequency or nature of the complainant's contact with the school, such as, if the complainant:

- refuses to articulate their complaint or specify the grounds of a complaint or the outcomes sought by raising the complaint, despite offers of assistance
- refuses to cooperate with the complaints investigation process
- refuses to accept that certain issues are not within the scope of the complaints procedure
- insists on the complaint being dealt with in ways which are incompatible with the complaints procedure or with good practice
- introduces trivial or irrelevant information which they expect to be taken into account and commented on
- raises large numbers of detailed but unimportant questions, and insists they are fully answered, often immediately and to their own timescales
- makes unjustified complaints about staff who are trying to deal with the issues, and seeks to have them replaced
- changes the basis of the complaint as the investigation proceeds
- repeatedly makes the same complaint (despite previous investigations or responses concluding that the complaint is groundless or has been addressed)
- refuses to accept the findings of the investigation into that complaint where the school's complaint procedure has been fully and properly implemented and completed including referral to the Department for Education
- seeks an unrealistic outcome

- makes excessive demands on school time by frequent, lengthy and complicated contact with staff regarding the complaint in person, in writing, by email and by telephone while the complaint is being dealt with
- uses threats to intimidate
- uses abusive, offensive or discriminatory language or violence
- knowingly provides falsified information
- publishes unacceptable information on social media or other public forums.

Complainants should try to limit their communication with the school that relates to their complaint, while the complaint is being progressed. It is not helpful if repeated correspondence is sent (either by letter, phone, email or text), as it could delay the outcome being reached.

Whenever possible, the headteacher or Proprietor will discuss any concerns with the complainant informally before applying an 'unreasonable' marking.

If the behaviour continues, the headteacher will write to the complainant explaining that their behaviour is unreasonable and ask them to change it. For complainants who excessively contact school causing a significant level of disruption, we may specify methods of communication and limit the number of contacts in a communication plan. This will be reviewed after six months.

In response to any serious incident of aggression or violence, we will immediately inform the police and communicate our actions in writing. This may include barring an individual from school.

School's Right to Refuse Further Communication

Where a complainant's behaviour is deemed unreasonable or vexatious, the school reserves the right to:

- Limit or restrict communication (e.g., to one channel such as email).
- Refuse to respond to repetitive or harassing communications.
- End further correspondence once the complaints procedure has been completed, provided the school has given a clear final position.

The school will always aim to issue a warning before taking any action to restrict communications or engagement with a complainant.

13. Relationship Education Policy

Alongside associated procedures in 13.1, this policy was adopted by Eikoku Maeda Gakuen Finchley and Acton Yochien on 1st September 2025.

All primary schools are required to teach Relationships Education and to produce a Relationships Education policy.

Through this policy, we aim to:

- Give information to staff, parents and carers and outside visitors about what is taught in Relationships Education, how it is taught and who teaches it
- Enable parents and carers to support their children in learning about Relationships Education
- Give a clear statement on what the school aims to achieve from Relationships Education and the values underpinning it.
- Sets out how Relationships Education meets schools' legal requirements to promote well-being (Children Act 2004), prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006), meet the school's safeguarding obligations, comply with the Equality Act 2010 to prevent discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups

Development of the Policy

This policy was developed by the School's Leadership Team (SLT).

We also consult with parents. Although parents cannot withdraw their child from Relationships Education (as it is compulsory), we welcome parent input and work together to ensure consistency and understanding.

We have taken account of the:

- Statutory guidance on Relationships Education, RS and Health Education (DfE Feb 2020)
- Equality Act 2010 and the Public Sector Duty
- The Independent School Standards Regulations 2014
- The Statutory Framework for the Early Years Foundation Stage (EYFS 2025)
- Keeping children safe in education 2025– for safeguarding alignment

Definition

The requirements for teaching Relationship Education in primary are described in the DfE statutory guidance, and based on the guidance, we have defined Relationships Education as learning about

- Different relationships (including online) and how to make and maintain healthy, caring and respectful relationships within families and friendships
- The importance of families in caring for children
- How to recognise when a relationship is unhealthy or unsafe and how to seek help and report concerns or abuse (including online)
- The importance of respecting others who are different from themselves, whether physically, their family structure, their race, religion, belief, disability or sexual orientation
- Different types of bullying and discriminatory language, the impact it has and how to prevent it and get help
- Stereotypes and how they can lead to prejudice and discrimination eg based on gender, race, religion, disability or sexual orientation
- How to recognise risk and be safe online

13.1 Curriculum content and delivery

At Eikoku Maeda Gakuen Finchley and Acton Yochien School, Relationship Education is delivered in an age-appropriate, inclusive, and sensitive manner. It is embedded across the school day through play, routines, adult modelling, planned activities, and the wider PSHE curriculum. Children are encouraged to explore relationships and social behaviours through real-life situations, stories, role-play, and guided discussion.

The content is designed to develop pupils' emotional literacy, respect for others, and understanding of healthy relationships in a way that is suitable for their stage of development. All teaching is aligned with statutory frameworks and is responsive to the needs of the individual and group.

In Nursery and Reception (Momo, Tanpopo and Sumire Classes)

Relationship education is embedded in the Personal, Social and Emotional Development (PSED) area of the EYFS and taught through play, discussion, modelling, and stories.

Children will learn about:

- Making friends and being kind to others
- Taking turns and sharing
- Understanding and naming feelings (their own and others')
- Respecting others' space and preferences
- Talking about problems and resolving simple conflicts
- Celebrating similarities and respecting differences
- Knowing which adults they can trust
- Understanding private parts of the body and the concept of "pants are private" (as age-appropriate)

In Year 1 (Sakura Class)

In Year 1, we teach children about relationships through structured PSHE lessons, circle time, and integrated classroom activities. Our teaching is planned to suit the maturity and emotional development of the children, and we use stories, discussions, games, and role-play to bring ideas to life.

- We recognise that teaching about some aspects of Relationships Education is sensitive. All staff set a group agreement or ground rules with children to ensure that an atmosphere is created where children feel able to ask questions, discuss concerns, talk about feelings and relationships, understand about confidentiality, are respectful of one another and do not discuss or ask private information of each other or the teacher.

- We will emphasise the importance of strong and supportive relationships, including family relationships and friendships (online as well).
- Teaching resources are chosen to ensure that they are appropriate to the age and maturity of children. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.
- A variety of teaching methods are used that enable children to participate and reflect on their learning, role play, quizzes, individual, pair and class work. We also use case studies, stories, puppets and role plays to help de-personalise discussions and help children gain confidence to talk and listen to each other.
- We ensure that the Relationships Education teaching programme is inclusive and is appropriate and relevant to all children, including those with SEN and disabilities. Where needed, Relationships Education is differentiated to meet the needs of children and specialist resources may be used to respond to their individual needs. In some cases children have individual programmes designed and delivered by staff.
- Staff ensure that the content, approach and use of inclusive language reflect the diversity of the school community and wider society, and help all children feel valued and included, regardless of their gender, race, religion, ability, disability and family structure
- Staff do not discuss details of their personal relationships with children.
- Staff help children identify trusted adults and understand the importance of seeking help when they feel worried or unsafe.
- Staff help children recognise and name emotions in themselves and others, and begin to develop strategies for emotional regulation.
- Begin to understand boundaries and consent in a child-safe context, such as saying “no” to unwanted physical contact and respecting others' choices.

Teaching about preventing bullying and discriminatory language

We maintain a zero-tolerance policy towards all forms of bullying and discriminatory language, including the inappropriate use of terms related to sexual orientation or gender identity, such as lesbian, gay, bisexual, or transgender. The Equality Act of 2010 mandates schools to prevent all types of discrimination. Considering the age of the children at Maeda Gakuen Yochien, we understand that they may not be familiar with such vocabulary. Therefore, we focus on fostering an atmosphere of respect, kindness, and understanding. We actively role model and educate children on treating each other with respect, emphasising that any form of name-calling is unacceptable and will be promptly addressed. Our curriculum teaches children how to seek support from adults if they ever feel harassed, uncomfortable, or hurt in any way. By fostering an environment where kindness and respect prevail, we aim to ensure the well-being and safety of all our students.

In an age-appropriate manner, children are taught about the impact that bullying and discriminatory language have on people, how these can cause prejudice, discrimination and mental health problems and what we can do to prevent this happening.

Answering children's questions

We answer questions honestly and sensitively, appropriate to the age and maturity of the children. Some questions may not be answered immediately if the member of staff feels they need to consult with the Heads of school and/or parents and carers. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class.

Who teaches Relationships Education?

Relationships Education will be taught by the class teacher with the support of the teaching assistants and, occasionally, the headteacher.

Confidentiality, safeguarding and child protection

Although Relationships Education is not about personal disclosures and personal issues, it is possible that a child may disclose personal information. Staff understand that they cannot promise children absolute confidentiality, and children know this too.

If teachers are concerned in any way that a child is at risk of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Safeguarding and Child Protection Procedures. If a child discloses to a teacher that they are being abused then this would be viewed as a child protection issue.

Monitoring and evaluating Relationships Education

The Headteacher monitors teachers' planning to ensure Relationships Education is being taught. Children and staff are involved in evaluating the Relationships Education teaching programme. There are discussions with staff about the impact of the curriculum on child's learning and their engagement in the learning and the SLT are involved in giving feedback about the PSHE curriculum.

Training for Staff

It is important that Relationships Education is taught by staff that are knowledgeable, skilled and confident. We ensure that teachers have received up-to-date training and provide a range of training opportunities, including school-based INSET, team teaching, classroom observations and external training courses provided by Local Authorities and other organisations.

Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Answering questions

- Managing sensitive and controversial issues

14. Curriculum policy

Alongside associated procedures in 13.1, this policy was adopted by Eikoku Maeda Gakuen Finchley and Acton Yochien on 1st September 2025.

At Eikoku Maeda Gakuen, the curriculum encompasses all planned activities aimed at fostering learning, personal growth, and development. This includes formal educational content, extracurricular programs, and the essential “inner curriculum” which refers to the lessons pupils learn from the school environment, relationships, and responsibilities.

Our goal is to nurture children into responsible, positive individuals who collaborate with adults and peers, while acquiring the knowledge and skills necessary to reach their full potential. The curriculum is designed to meet the needs of all children, including those with Special Educational Needs and Disabilities (SEND), ensuring an inclusive and supportive learning experience.

Along with the EYFS framework for Momo, Tanpopo, and Sumire Classes children and the Independent School Standards for Sakura Class children, our curriculum promotes Japanese and British cultural values and respect for diversity, including fundamental principles like democracy, mutual respect, and tolerance for different faiths and beliefs.

Values

The curriculum at Eikoku Maeda Gakuen is built upon values that guide our educational approach and objectives:

- **Respect for Individuality:** We value every child’s uniqueness and promote respect for their views, culture, gender, and faith. The curriculum is designed to foster each child’s intellectual, emotional, social, and physical development.
- **Community and Cooperation:** We value the importance of community. The curriculum encourages cooperation and understanding between all members of the school community, promoting harmony and collaboration.

- **Environmental Stewardship:** Respect and care for our environment are integral to our curriculum. We aim to instil an understanding of environmental responsibility for the present and future generations.
- **Equality and Fairness:** Every child is treated fairly and with respect, ensuring equal opportunities for all. We believe in developing successful individuals who can contribute positively to society.

14.1 Curriculum content and objectives

The curriculum at Eikoku Maeda Gakuen is designed to provide children with a well-rounded education. Our curriculum is thoughtfully designed to provide a rich, broad, and balanced educational experience that meets the developmental needs of children aged 2 to 6. Our curriculum structure reflects statutory requirements where applicable and the freedom afforded to independent schools to tailor learning to our pupils' needs, interests, and our school values.

Our primary language of instruction for most subjects is Japanese, reflecting our commitment to maintaining and developing pupils' proficiency in their home language. However, English is taught as a separate subject to ensure children develop strong skills in both languages. This bilingual approach supports children's linguistic development, cognitive skills, and cultural awareness.

Curriculum structure

In Nursery to Reception (Momo, Tanpopo and Sumire Classes)

The EYFS curriculum is organised around seven areas of learning:

- **Prime Areas:**
 - **Communication and Language**
 - **Physical Development**
 - **Personal, Social and Emotional Development**
- **Specific Areas:**

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

Learning is play-based, child-centred, and supported by adult interactions, planned activities, and continuous provision.

In Year 1 (Sakura Class)

We provide a broad and balanced curriculum that supports the development of key skills and knowledge appropriate to children aged 5–6.

While we have the flexibility to design our own curriculum, we ensure that it includes the following mandatory subject areas as required by the Independent School Standards Regulations 2014:

- **English** (including reading, writing, and spoken language)
- **Mathematics**
- **Science**
- **Personal, Social, Health and Economic Education (PSHE)**, including Relationships Education
- **Physical Education (PE)**

We may also choose to include other subjects such as Art and Design, Computing, Music, History, and Geography in line with our school values and educational aims.

Our curriculum is carefully planned to ensure progression and continuity, and teaching is tailored to meet the individual needs and interests of our pupils.

Curriculum delivery

Our curriculum is delivered through a variety of teaching methods tailored to the needs, interests, and learning styles of young children. We combine adult-led activities with child-initiated learning, ensuring a balance between structured teaching and opportunities for exploration and creativity. Learning takes place both indoors and outdoors, encouraging curiosity and practical engagement with the world around them.

We ensure lessons are inclusive, differentiated, and provide appropriate challenge to support all pupils' progress. Regular reflection and adaptation of teaching strategies help us to maintain high standards and foster a positive, supportive learning environment.

Children with Special Educational Needs and Disabilities (SEND)

The curriculum at Eikoku Maeda Gakuen is inclusive and accessible to all pupils. We adapt the curriculum to meet the needs of individual children, working closely with the school's headteacher and parents to ensure the appropriate support is in place. This may involve external agencies, as well as additional resources and learning support for those with SEND.

Our approach is guided by the principles of inclusion, ensuring that every child receives the support they need to progress and succeed.

Assessment and Recording

Assessment is an integral part of teaching and learning. We use ongoing formative assessments to monitor children's progress, inform planning, and tailor teaching to meet individual needs.

We maintain clear, up-to-date records of each child's achievements and next steps to ensure continuity and progression.

Assessment information is shared regularly with parents through discussions, reports, and meetings to foster a collaborative approach to each child's development.

Staff Roles and Responsibilities

- The headteacher oversees planning, delivery and review of subject areas.
- The Education Coordinator ensures compliance with curriculum requirements.
- All teaching staff deliver the curriculum, adapting to pupils' needs.
- Support/assistant staff contribute to effective implementation and individual support.

Curriculum Review

The curriculum is reviewed regularly to ensure relevance, compliance, and continuous improvement. Reviews consider feedback from staff, parents, children, and external inspections. Updates reflect changes in statutory guidance and educational best practice.