

Beechdale Nursery School Brochure



Beechdale Nursery School
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'Let the magic begin...'

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Welcome to Beechdale Nursery

In the first half-term of a child's entry to Nursery we place a strong emphasis on Personal, Social and Emotional development, addressing the social and emotional needs of the new intake. Arrangements for settling in are flexible enough to give time for children to become secure, bearing in mind the range of different experiences they will have encountered prior to admission and their varied interests and skills.

Building positive relations with parents and carers is essential in order to work effectively with them and their children. We endeavour to give a warm welcome; recognise and respect the role of the parent/carers; listen to parents/carers accounts and concerns; and keep parents/carers fully informed about the curriculum.

Monitoring and recording of each child during the early weeks of entry through observations and Baseline Assessment is essential to ascertain the levels of knowledge and skills - what they already know and do, and to identify any difficulties which may require early intervention.

When will my child begin Nursery?

Initial Visit:	Week 1:	Week 2:	
Friday 9th Sept 9.30-11.00am NB One adult per child should attend this session. This is an opportunity for you and your child to become familiar with our setting, meet the staff and ask any questions.	Tuesday 13th Sept - Friday 16th Sept 9.00-12.30pm Your child will be in nursery for 17.5 hours this week and will stay for their lunch. Please provide a packed lunch.	Monday 19th Sept onwards 9.00am-3.00pm	
<i>Please remember that each child is individual and may need a longer period to settle into Nursery life. The above is a guide on timings and dates but can be adapted to suit the needs of you and your child where necessary.</i>			

STAFF:

Headteacher: Mrs. J. Graham - B.A Hons, P.G.C.E, NPQH, NASC

Assistant Headteacher: Mrs G. Cornes - BSc Hons, P.G.C.E, Level 3 Forest School Lead Practitioner

Higher Level

Teaching Assistants: Mrs L Clemitson - NNEB
Mrs. A. Elliott-Wilson - Cache level 4

Teaching Assistants: Mrs. K Atkinson - NVQ 3
Mrs E. Knighton - Cache level 3
Miss. M. Eccles - NNEB

Forest School

Lead Practitioner: Mrs. A. Bowyer - NNEB
Level 3 Forest School

Support Assistants Mrs C. Teasdale - Cache level 3
Mrs T. Geoghegan - Cache level 3
Miss S. Rookes - Cache level 3

Family Support Worker/School Counsellor: Mrs. A. Richardson - BA Hons

Administration Manager: Ms. L. Harris - I.L.M level 5

Lunch Club Supervisor: Mrs. K. Ross-Dixon
Mrs. N. Ridley
Mrs. S. Deelen
Mrs. L. Gray

Caretaker: Mr. S. Murray
Mrs. S. Hester

Governors: Mrs. J. Davison (Chair)
Mr. N Jukes (Vice Chair)
Mrs. J. Graham
Mr. K. Fraser
Mr N Allen
Mrs K Gray
Mr P Dixon
Mrs G Cornes
Mrs. J. Stephenson
Mrs. S. Powell
Miss. L. Bowe
Miss. D. Tunney

Our Aims are...

1. To provide a happy, secure and caring atmosphere for the young child as they make the transition from home to school.
2. To adhere to the "Early Years Foundation Stage" as outlined by the DfE (See display in entrance).
3. To create a stimulating environment, both indoors and outdoors, with a rich diet of experiences so that the young child may gradually explore the world around them and develop in all aspects of growth.
4. To help the child to establish their own sense of identity and self-worth, to grow in independence and confidence and to become a responsible member of the group.
5. To provide a moral framework so that the child will develop a knowledge and understanding of what is right and wrong and, therefore, behave appropriately.
6. To help the child to develop a knowledge and understanding of our own Christian religion and other faiths and cultures.
7. To encourage the child to develop their own speech and language skills and use them effectively.
8. To help the child to develop a lively and enquiring mind.
9. To see each child as a member of their family and to develop a good and continuing relationship with parents/carers.
10. To monitor each child's individual needs, to provide for them, to record progress and achievement and to keep parents/carers fully informed.
11. To provide equal opportunities for all children.
12. To develop continuing links with all receiving Infant/Primary Schools and professional outside agencies.
13. To ensure that all children have the same rights of access without exception regardless of their sex, race, disability, religious orientation or health.
14. To encourage the child to participate in all physical activities, both indoors and outdoors and to eat and drink healthily.

SCHOOL POLICY ON ADMISSIONS

A child's name may be entered on the waiting list at anytime once you have decided you would like them to attend this school.

There is no catchment area for our Nursery School but preference will be given to children whose parents live in County Durham.

Children are admitted as follows:-

- Priority is given to "Children in Need".
- Children who are in their pre-school year during the Autumn Term will be admitted first. Children who are three years old will then be admitted in the term after their third birthday **as long as there are places available ie:-**
- September to December birthdays will be admitted in the January following their third birthday.
 - January to March birthdays will be admitted in the April following their third birthday
- April to August birthdays will be admitted in the September following their third birthday
- Where two or more applicants have the same date of birth, priority is given to the earliest date of application.

Prospective parents can arrange a visit by telephoning the school and making an appointment. They will then be shown around the school and given all relevant information before filling in an application form.

Our Nursery School

We can accommodate 52 children each session, including provision for children who have special educational needs (S.E.N.D) Children who have S.E.N.D may have additional support in nursery for either every session or some sessions.

We received a fourth Outstanding grade for our Ofsted inspection (March 2017).

The staff are all highly trained educators who work closely together as an integrated team.

We hope that you and your child will enjoy your time with us and come to understand what nursery is all about.

This booklet gives you a brief insight into the nursery, with basic information, which we think will be useful for you.

Please feel that the whole staff are always here for you if you would like to talk about your child, or Nursery, to ask any questions or discuss any problems.

If you have reason for complaint, please see the Head Teacher. We have a complaints procedure that we follow and you can receive a copy of this on request.



Our outdoor area

Areas to explore:

Our Nursery school is made up of a large indoor area that is split into designated areas to play and learn. Alongside is a large outdoor area that is again split into different areas to play and learn. These areas are explained in further detail in this brochure in the Nursery Curriculum section.

Our Nursery is also very fortunate to have a designated Allotment area and a Forest School area with a hideaway hut.

We pride ourselves on providing the very best quality of care and education for our children, and by doing this we are always changing and enhancing our Nursery in response to the children's interests.



Forest School woodland

We also have the 'Beechdale Centre' which provides us with additional space that is used for a wide variety of purposes

The best way to really appreciate our Nursery and what we have to offer is to come and have an explore yourself!



Our school allotment

From the beginning...

Your child will have visited Nursery before admission but being left on their own is still a big step. It may be your child's first venture alone into the bigger world outside the family and home. What children experience and learn in Nursery can create strong and lasting foundations on which to build in later life, so we believe it is essential that these first experiences are of the highest quality. By working in partnership with you we aim to provide a stimulating, challenging environment which is a warm friendly extension of home, where children and adults can explore, have fun, play, talk and learn together, developing as happy, confident and independent individuals within our community.

Session Times:

A.M 8.30am to 11.30am

P.M 12.15pm to 3.15pm

Full day - Times vary slightly from 8.50am-3.00pm

Additional Sessions:

We offer additional nursery sessions in school. Please find below further information on these extra services: -

Breakfast Club (7.45am-8.30/9am) £2.50

Payment for breakfast club can be made using parent-pay our online payment system. Breakfast is provided by the school.

Arriving and leaving Nursery:

We appreciate that it may be difficult for you to leave your child initially. All children are different and will settle in different ways. A quick definite goodbye is often best but you know your child and can settle them best in your own way. If you need help, please ask.

Reassure your child that you will be back soon to see what they have been doing and explain what you will be doing while they are at Nursery.

It is really important to collect your children on time. Searching the sea of faces for someone who is collecting you and finding no one there can be really upsetting when you are only 3 or 4 years old.

It would help if you could arrive 5 minutes before the session ends.

We have two drop off and pick up locations within school. You will be allocated your designated area once your child starts school and you will hand your child over to a member of staff and pick them up at this location.

Please let us know if someone else will be collecting your child.

Please note that each child has their own individual peg to keep their belongings on. All staff will do their very best to ensure all coats and belongings are kept safe on the pegs, but as you can appreciate to ensure everything is present is a difficult task. Unfortunately, we cannot accept liability for any items of clothing that are lost or misplaced. Please help us by naming clearly all your child's belongings in an obvious place that can be seen by ourselves and your child. Thank You!

We cannot admit children before the beginning of the session, unless they are attending the Breakfast Club.

Attendance:

We place a strong emphasis on good attendance even though nursery is non-statutory.

We would appreciate it if we could be informed of any illness or reason for non-attendance on the first day of your child's absence. We also need to know if any holidays are to be taken during term time.

School Closures:

In event of a school closure e.g. due to severe weather, we will contact you by text via our parent mail system.

Correspondence from school:

We hope to reduce the volume of paperwork sent home by emailing letters and information directly to parents. We would be grateful if you could fill in the Class Dojo information sheet - this can be found in your child's starter pack during their first session at nursery. This is an electronic scheme, by which the school can directly text you or email you any information regarding Nursery. This has proved to be a very useful system in the past. Please note - it is the responsibility of parents to register with Parent Pay - information on how to do this will be provided once your child has started school.

No smoking:

We operate a no smoking policy both within the Nursery buildings and the Nursery grounds.



Daily Routines

The Breakfast Club is from 7-45 a.m. to 8.30 a.m. each morning. This costs £2.50 and children receive a drink and a wide selection of healthy food which they will be invited to plan for and prepare.

Children are admitted at 8.30 a.m. (morning session), 12.15 p.m. (afternoon session) and 9am for those children attending for 30 hours (times vary slightly)

Key Worker Activity Time is at 8.45am and 9 a.m. or 12.30 p.m.

This is when we use name cards for self-registration, when group activities can take place and when we offer fruit/vegetables as a snack.

Children also take part in a variety of activities from all areas of learning.

The children also have the opportunity to take part in weekly allotment and Forest School sessions. More information on these sessions will be given when your child starts school.

The children are offered the opportunity to take part in a Little Tots football session and Wiggle Whilst you Squiggle sessions each week.

Milk is provided free of charge, all children are encouraged to drink some every day. Alternatively water is available.

The children are in key worker activity time a maximum of 30 minutes before it's time to explore and play back in our Nursery environment. The doors are opened immediately after key worker time for the children to have free flow access, both indoor and out.

Story Time is at 11.10 a.m. and 2.55 p.m.

This is when we come together to discuss what has been done during the session and have a story.

Lunch Club is held daily from 11.30 a.m. to 12.15 for those children who access 30 hours.

Children bring their own drink and packed lunch.

WE NEED TO FOLLOW SOME BASIC RULES TO HELP OUR NURSERY RUN SMOOTHLY.

PLEASE:-

Provide a named drawstring bag containing a change of clothing to hang on your child's coat peg. (These bags can be bought from nursery).

Put a name in coats, hats, Wellingtons, shoes and all school uniform.

Dress your child in practical clothing - play is a child's work and is often messy, although aprons are provided accidents will happen so please avoid "special clothes".

Remember our School Fund - We ask you for a contribution of £1 each week, which goes towards the cost of providing fruit for snack and additional resources to enhance the curriculum e.g. baking materials, dough ingredients, transport for nursery outings etc. This can be paid through our online payment system ParentPay.

Dress your child in clothes they can easily manage at the toilet - tight jeans, dungarees, belts or braces are not suitable. We have an optional school uniform consisting of a red sweatshirt, red cardigan, white polo shirt, fleece, coat and hat. These can be bought from school trends (Information can be found in your starter pack).

Don't bring toys, sweets or chewing gum from home. If your child takes toys or equipment home by mistake please just return them to Nursery.

Remember - Dogs are not allowed onto school premises, unless for Guide Dog purposes.

Parking Problems:

Unfortunately we do have a problem with parking as we do not have enough space in our car park for your cars. If you follow these simple rules you and your child can enter and leave the nursery in safety.

Please:-

DO NOT PARK IN THE DRIVEWAY OR THE ENTRANCE TO THE DRIVE.

Observe the "NO PARENTS VEHICLE SIGNS" AND THE YELLOW ZIG ZAG LINES.

DO NOT BRING CARS INTO THE SCHOOL DRIVE - EVEN TO TURN AROUND.

INFORM EVERYONE WHO WILL BE BRINGING OR COLLECTING YOUR CHILD - E.G. GRANDPARENTS, CHILDMINDERS, TAXIS.

Observe the voluntary one-way system in order to ease traffic flow (enter via Elmdale Road, turn down Oakdale Road and park either on Oakdale or Beechdale Road - facing up).

PLEASE NOTE: - PARENTS OF CHILDREN WITH ADDITIONAL NEEDS MAY HAVE PERMISSION TO USE THE CAR PARK.

Nursery Curriculum

What Is A High Quality Nursery Education?

- It is about much more than just learning numbers and letters.
- It is about developing the whole child - learning to be confident, sociable, independent and inquisitive. It is about having a positive attitude and forming positive relationships.
- What your child learns at Nursery will build upon the experiences they have already gained at home. Young children learn by watching and doing, by exploring and investigating, by listening and speaking, by creating and experimenting.
- If children learn to "have a go" they can learn from their mistakes and not be afraid to try again.
- The education we provide is based on a philosophy of play and active learning. Play is children's work and playing hard is very tiring.
- We observe and assess each child carefully and record their overall development.

The Nursery Curriculum - What Did You Do At Nursery Today?

When children make something, draw or paint you can see what they have done but often their play has nothing to show for it. Therefore, do not presume that they have not been learning anything if they do not leave nursery with a finished product. Our displays in Nursery aim to celebrate children's play and explain the learning taking place.

Please do not put pressure on your child to always produce something for you, or compare what they have made, as this can damage their self-esteem.

During the nursery session children are offered a free choice of activities both indoors and outdoors, whatever the weather, from a balanced programme. We place a strong emphasis on learning in our outdoor environment. Some activities will be adult led, and some child led. Waterproof outdoor clothing is provided for outdoor use.

Each half term you will receive a Newsletter, which will include activities about the current theme, your child is taking part in at nursery.

All aspects of children's growth and development are woven together but they can be separated into 7 different areas of learning. These areas are consistent with the Early Learning Goals within the Early Years Foundation Stage for 0 to 5 year olds. The 7 areas are split into 3 prime areas (these are the areas the children should mostly develop first) and 4 specific areas (these will develop as the child grows). Below you can see a breakdown of each area of learning and development.

The Prime Areas:

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Physical Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Personal Social and Emotional Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

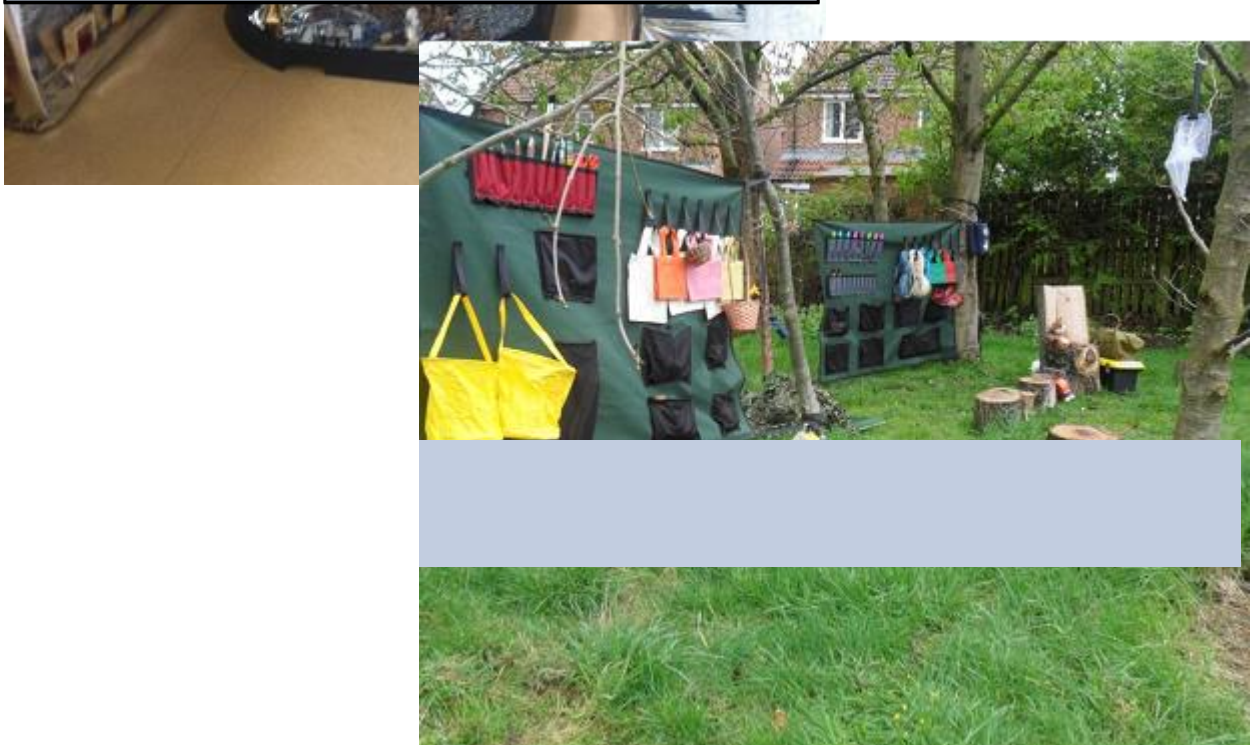
Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



Parents as Partners

We aim to build a bridge between home and school and to build on the foundations which you have already laid at home.

You are the most important people in your children's lives and always will be and to achieve success, we need to work together.

ClassDojo is our school's communication, engagement and remote learning app all in one place.

It's simple, secure, and gives you a window into your child's school day! I'd like all families to join by signing up for a parent account on ClassDojo! You can use it on any device: it's a simple, free mobile app for iOS and Android, and can also be accessed from your computer at classdojo.com.

Please return the slip in your starter pack to show us you understand what Class Dojo is (from checking out the web link below) and that you are happy for us to communicate with you via this method. We cannot post anything on your child's page until we receive a returned slip from you. Look out for an e mail invite coming through in the next few days, simply accept the e mail link and you should be connected! We will use e mails that you have already provided us with in Nursery. You can always add your e mail on the slip below so we can confirm we have the correct one. Please return this slip as soon as possible so we can begin our journey with ClassDojo!

classdojo.com/learnmore

www.classdojo.com/privacycenter

Come and join us for your child's fourth birthday. When they are four we celebrate this special day with a birthday party. (These are at 11.00 a.m. or 2.45 p.m.). You are invited to spend the session with your child and share in the celebration. Staff will discuss details with you at the time.

Sometimes we need to ask for your help with fundraising activities. Recent fundraisers have provided money towards our school allotment.

At Beechdale we are always striving to be the best we can be, and as a result provide the very best care and education possible for your children. Working in partnership with parents, carers and grandparents is a vital part of the Early Years Foundation Stage and we seek to do this every day. We value all you contribute to our nursery - the chats at drop off and pick up time, parent meetings, Round Robin craft day and the 'parent voice' on your child's learning journal stories. But we have gone one step further and have started to run a friends of the school group at Beechdale called PAWS (Parent Active with School).

More information will be given about Beechdale PAWS in your child's starter pack at the beginning of term. If you would be interested in becoming a member of the Beechdale PAWS on a voluntary basis you can fill in the form in the pack.

Mrs Ali Richardson is employed with us as a Family Support Worker. She will be available to support parents when meeting the need of your child at school and at home. You can contact Mrs Richardson by email at a.richardson@bcfed.co.uk or by telephone on 07469402598.

This year we have included for each child a copy of a new Beechdale Book. This has been designed and put together to support your child's transition into our Nursery school. Please sit down together and read through the book with your child and talk to them about the pictures and the information inside. It would be beneficial to share this at several points over the Summer, so the children become really familiar with the information in the book. You never know it might become your new favourite bedtime story. Enjoy!



Illness

If children are not well they are better off at home, whatever they say! If you are not sure, check with the Nursery staff.

Sickness and Diarrhoea

In the case of "tummy upsets" **it is vital that children stay at home for at least 48 hours after the last incidence of sickness and diarrhoea to prevent it spreading to others.**

Headlice

Please check your child's hair regularly and if you find any signs of headlice consult your GP, or Health Visitor, treat the whole family, inform the Nursery and keep your child at home for at least 24 hours.

Asthma

Nursery staff need to know if your child has asthma, and if an inhaler is used, we need to keep one in the office at school, labelled with your child's name.

Childhood Infectious Diseases

There are lots of common infectious diseases which your children will invariably have at some time, perhaps at Nursery. Please let us know as soon as you suspect an infection, or have a diagnosis, so that we can alert other parents. We can also advise you about the minimum exclusion periods.

Earache

Ear, nose and throat infections are very common in young children, but ear infections in particular should not be treated lightly as ears can so easily be damaged permanently if infections are not treated. They are also very painful and children need to be at home.

Conjunctivitis

This is an eye infection which is extremely contagious. **PLEASE KEEP YOUR CHILD AT HOME UNTIL they have been treated and symptoms have cleared up.**

Medicines

As a general rule, children who have been prescribed medicines e.g. antibiotics, are recovering from an illness and are not well enough to come to school. WE, THEREFORE, DO NOT GIVE MEDICINE TO CHILDREN IN NURSERY, (unless they have a specific condition requiring medication on a daily basis)

Allergies

NURSERY STAFF NEED TO KNOW IF YOUR CHILD HAS ANY ALLERGIES.

Please do not hesitate to discuss any illness or treatment with the staff.

Language/Speech Needs

If you feel that your child needs help with their speech we can refer them for speech therapy. In addition, we can include your child in small weekly language groups which are run by a member of staff (in liaison with the Speech Therapy Department).

If they have already been assessed by the speech therapist they should have a work programme which can be carried out both by you at home, and here in the nursery.

An accident in school

We do all we can to prevent any sort of accident happening in school, however I am sure you will appreciate that accidents can and will happen when your child is in school, whether this is a bump on the head or a scrap on the knee. There will always be a member of staff present who is First Aid trained and who will be able to deal with a situation.

Your child's accident will be recorded and a note sent home to ensure you know exactly what happened, how it happened and what treatment if any was given, which can often consist of a comforting sit down and a rest!

Safeguarding

Beechdale Nursery School is committed to safeguarding and promoting the welfare of all of its children and expects all staff and volunteers to share this commitment.

This means that we have a Child Protection Policy and procedures in place which, parents and carers are welcome to read the Policy on request. All staff (including supply staff, volunteers and governors) must ensure that they are aware of this policy and subsequent procedures. A record of the safeguarding training completed by our staff is displayed in the notice board outside of the school office.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our children are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

Our designated person(s) responsible for safeguarding are:

1. Julia Graham (Head Teacher)
Completed Level 3 Safeguarding March 2020
2. Gemma Cornes (Assistant Head Teacher)
Completed Level 3 Training refresher March 2020

All visitors and volunteers are asked to sign into our school and a visitors badge must be worn at all times.

If an adult is working with your child all qualifications will be check and a CRB check will be or will have been carried out and checked.

E-Safety

The internet is such an integral part of children's lives these days. It opens up so many educational and social opportunities, giving them access to, quite literally, a world of information and experiences.

Whether on a computer at school, a laptop at home, a games console or mobile phone, children and young people are increasingly accessing the internet wherever they can and wherever they are.

As you would protect your child in the real world, you will want to make sure that they are safe whatever they are doing. Although our children are very young it is becoming increasingly common that young children are being able to get on to the internet at a simple click of a button. Please ensure that you are always present when your child is on a computer that has access to the internet and it may be a good idea to have programmes for your child to play on that do not need internet access. Talk to your child about the internet so they are becoming aware of what it is and what it is used for, in this ever changing high technological world no child is too young to begin to have some understanding of a computer and the internet.

At the beginning of the school year you will be asked to fill out a consent form linked to photographs or video evidence taken of your child. These images will of course be used in your child's learning journal and on the walls in Nursery for display purposes.

If you have any questions or queries regarding Safe Guarding within our school please contact the Head Teacher - Julia Graham.

We hope you have found this brochure useful and we will look forward to building a partnership with you and of course your child. More information, colourful pictures and even videos about our Nursery can be found on our website:

www.beechdale.durham.sch.uk

Or if you have any further questions or queries please do not hesitate to contact Ms Harris in the school office or Mrs Graham the Head Teacher in school by calling in or phoning us on:

01207 505752