



The Federation of Holy Trinity Church of England Schools

Early Years Foundation Stage Policy

'Loved by God and one another, Holy Trinity is a welcoming community of faith, where we learn and flourish together.'

Each day opens up horizons of hope, aspiration and joy!



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Policy Revisit	April 2024	
Policy Review	April 2026	LAC approved

Early Years Foundation Stage Policy

Rationale

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

Statutory framework for the Early Years Foundation Stage, Department for Children, Schools and Families, 2012)



The Federation of Holy Trinity Church of England Schools thrives within the city of Ripon. The Federation of Holy Trinity Church of England Schools is committed to creating a welcoming community of faith where we learn and flourish together. We offer all our children an environment which opens up horizons of hope, aspiration and joy! As part of our community of faith children grow into positive, responsible people, who can work and co-operate with others. As children learn and flourish together, they develop knowledge, skills and attitudes to learning leaving Holy Trinity as confident, aspirational learners ready for life in all its fullness. We aim to develop a love of learning by providing children with a safe, stimulating learning environment that build on each individual's needs and interests. We believe learning should be fun, engaging ensuring children experience a joy of learning!

Our Early Years Foundation Stage (EYFS) team provides children with the best possible start to school life, providing children opportunities to follow their interests fostering a lifelong love of learning. We strive to ensure our children are happy, enthusiastic and confident learners with aspirations to excel in whatever they choose to do. In our EYFS provision, we provide children with a broad and balanced curriculum of play-based activities alongside aspects of adult-directed teaching and learning opportunities. We aim to provide high-quality education for all our children, laying strong foundations for their future learning and development.

Our stimulating learning environment, both inside and outside, provides children with a variety of resources to discover and explore through child-initiated play. Our classrooms are accessible to all, allowing children to gain independence whilst exploring and learning safely. Our immersive learning environments are highly stimulating providing opportunities to develop crucial social, emotional and communication skills. We value the importance of outdoor learning and believe that it should provide children with opportunities to develop their thinking and problem-solving skills. We aim to replicate real-life learning experiences and provide practical, first-hand learning opportunities to enhance children's knowledge and understanding of the world around them. Each day opens us new opportunities, a fresh start bringing horizons of hope, aspiration and joy!

At Holy Trinity parent, carer and family partnership is a key factor in the progress that our children make during their time in the Early Years. We value parent communication to achieve the full picture of each individual child's development and learning journey.

Aims of our EYFS Policy

This policy aims to ensure.

- ✓ All children access a broad and balanced curriculum that gives them the broad range of knowledge and skills to ensure good progress through school and life.
- ✓ Quality and consistency in teaching and learning so that every child makes good progress.
- ✓ An inclusive, safe environment where each child is included and supported through equality of opportunity and anti-discriminatory practice.
- ✓ A close working partnership between staff and parents and carers.



Legislation & Statutory Requirements

This policy encompasses the legal requirements set out in the [Early years foundation stage \(EYFS\) statutory framework](#) (September 2021).

Structure and Organisation of EYFS

The Federation of Holy Trinity Schools Foundation Stage is made up of Nursery and Reception classes, each has their own designated classroom and outdoor space.

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Our EYFS is part of the Federation of Holy Trinity Church of England Schools. As federation our vision underpins all aspects of school life. Our EYFS as an integral part of the Federation enabling us to plan for children’s learning over the longer term, understand, assess, and meet their needs, whilst also preparing children for each phase of their education. Our nursery is led by qualified teachers supported by experienced Early Years practitioners.



Our EYFS provision is underpinned by our federation vision *‘Each day opens up horizons of hope, aspiration and joy.’* We aim to give each child a positive and meaningful start to their school journey which establishes solid foundations which secures their development as an independent lifelong learner. We encourage children to develop independence within a secure and friendly atmosphere. We support children in building relationships through the development of social skills such as cooperation and sharing. We work alongside each child to support them in recognising their own strengths and achievements through experiencing success and by developing the confidence to work towards personal goals.

The high expectations within our EYFS provision enable each child to develop socially, spiritually, physically, intellectually, and emotionally to achieve their full potential. We offer a structure for learning through the use of effective pedagogy. Our practitioners understand that children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.

We recognise each child as an individual, each one brings their own experiences and interests into our setting; this range of starting points presents exciting possibilities for child-development through a wide range of experiences. Our provision gives children the opportunity to consolidate, explore and test their skills, knowledge and understanding alongside their existing experiences.

Curriculum

Our Early Year Foundation Stage follows the curriculum as outlined in the latest version of the [EYFS statutory framework \(December 2023\)](#).

All seven areas of learning and development are important and interconnected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive, both in the EYFS and into Key Stage 1. These three areas are the **prime areas**:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Children are also supported through the four **specific areas**, through which the three prime areas are strengthened and applied:

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

Learning Means the World

At Holy Trinity we plan exciting and challenging learning experiences based on observation of children's needs, interests, and stages of development alongside our Learning Means the World Curriculum. Learning Means the World provides pupils at Holy Trinity with a broad, balanced and sequenced curriculum.



Our Learning Means the World curriculum provides staff with a thematic approach to teaching and learning designed to stimulate pupils' curiosity, support their thinking and promote aspiration and a joy for learning. Our thematic approach offers pupils opportunities to learn and flourish together. Learning Means the World takes a cross curricular approach to learning, enabling our pupils to make links across subjects, deepening their knowledge, understanding and consolidation of key skills. At Holy Trinity we believe this approach provides an ambitious, highly visible curriculum offer which provides statutory coverage and provides Subject Leaders with a clear overview of the progression of skills and knowledge which instills in our pupils a love of learning.

We implemented Learning Means the World Curriculum as a foundation for achieving our EYFS intent. Our personalised, cohesive Learning Means the World curriculum is innovative, forward-thinking and highly relevant – dealing with tomorrow's issues today. Through Learning Means the World Nursery and Reception curriculum children will develop knowledge, skills and understanding in all areas of learning of the foundation Stage curriculum. Half termly themes are inter-connected so that the children can make links between other areas in the curriculum.

Learning Environment

At Holy Trinity we offer:

- ✓ stimulating resources, relevant to all the children's cultures and communities
- ✓ rich learning opportunities through play and playful teaching
- ✓ support for children to take risks and explore

Our learning environments are developed to promote children's independence and their ability to make decisions. In addition to planned focused learning activities, children will have the opportunity to decide how, where and with whom they learn. Consistent organisation, resourcing and routines that give children a real sense



of control over their day and their learning support the development of autonomous and self-regulating learners.

Well-planned, high-quality environments both indoors and out, informed by how young children learn, what they like and what they need, underpin the development of the dispositions that empower children with the sense that they can progress and achieve.

'Children learn and develop well in enabling environments with teaching and support from adults' ([Early Years Foundation Stage Statutory Framework – December 2023](#)).

At The Federation of Holy Trinity Church of England Schools, we do not make a distinction between work and play for our youngest of children. We value and recognise that children learn through pre-planned activities and as EYFS experienced practitioners we manage child initiated, or adult led play activities to provide the most effective learning opportunities.



Working with Parents

'There is an established link between the home learning environment at all ages and children's performance at school' ([Working with Parents to Support Children's Learning Guidance Report – Education Endowment Foundation – October 2021](#)).



At The Federation of Holy Trinity Schools, we understand the importance of parents and carers being involved in their child's education as much as possible. We believe building strong partnerships between practitioners and parents and carers is vital to secure our children receive the best possible start to their education. Our experience has shown parents as partners positively influences children's outcomes. We offer half termly stay, play, and learn sessions for parents to attend. Parents can see their children learning and participate in activities to support that learning. Parents are also welcomed in Nursery at drop off to spend time with children in the classroom. We do offer an 'open door' policy where parents and carers are always welcome to discuss their children's learning or needs whenever necessary.

We ensure that;

- Parent/carers are encouraged to build supportive relationships with class teachers by welcoming parents and children at the door as they arrive. Staff being available at the beginning or end of the day or if more time is necessary, by making appointments at mutually convenient time.
- Important information from the school is sent to parent/carers via the school communication app alongside weekly newsletters (alternating between class and whole school)
- Where a child has an individual need, parents/carers are contacted and invited into school to help resolve it.
- Parents/ Carers are given regular feedback on their child's learning, progress and achievement through two parents' evenings during the Autumn and Spring term and a written report in the Summer Term.

Characteristics of Effective Learning

The EYFS curriculum includes the characteristics of effective teaching and learning, and teachers plan activities with these in mind. The characteristics highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. The three characteristics are; **Playing and Exploring** – children investigate and experience things, and 'have a go'

Active Learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Learning Through Play

Children access both the indoor and outdoor environment freely with areas of provision set up daily to stimulate learning across all areas of the Early Years curriculum. Staff work alongside children supporting their play and helping to develop their learning.

Children have opportunities through their play to think creatively and critically alongside other children as well as on their own. Children have opportunities to practice skills, build upon and revisit prior learning and experiences at their own level and pace. Children learn to adapt, negotiate, communicate, discuss, investigate, and ask questions. These experiences help to foster children's abilities and resilience. Adults take an active role in child-initiated play through observing, modelling, facilitating, teaching, and extending play, skills and language.



Phonics Teaching

At Holy Trinity we follow the Little Wandle Letters and Sounds phonic program, using a wide range of physical and online resources to support this. Every child has access to a phonics session every day with intervention opportunities for those who find this area of learning more difficult.

Assessment

When a child starts at The Federation of Holy Trinity Schools and staff are confident that they are settled, we complete a baseline assessment; this first assessment is a snapshot of the prime areas of learning alongside Literacy and Maths attainment.

When children move on to our Reception classes in September, a Reception Baseline Assessment (RBA) is completed within six weeks of starting reception. This is *'an age-appropriate assessment of mathematics, literacy and communication and language, that is delivered in English. It is clearly linked to the learning and development requirements of the Early Years Foundation Stage.'* (Assessment Framework - Reception Baseline Assessment).

Throughout Early Years, the children's knowledge, understanding, skills and achievements are assessed and tracked using the developmental stages set out in the document Development Matters in the Early Years Foundation Stage (EYFS).

At Holy Trinity we continually observe and assess children's development and learning to inform our planning. Our assessment relies on us knowing our children and, this requires staff to gather information from a range of source for example observations of the children in play, in adult led activities, through discussions with parents and carers and through talking to the children. We keep written and photographic evidence to help us build up a picture of children's strengths and achievements and to help us to plan for children's next steps in learning.

Every child in Nursery has a 'Record of Learning' in which we record our observations and keep samples of the children's work. In both Nursery and Reception photographs are also added to Teams/Google classroom for parents/carers to see weekly updates. Parents/carers are encouraged to add their own comments and to upload their own observations to show us what their children can do at home.

These ongoing observations are used to inform assessment and the EYFS Profile. The children's progress is reviewed continually throughout their time in Nursery and Reception.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- meeting the level of development expected at the end of the EYFS (and should be assessed as 'expected'); or
- not yet reaching this level (and should be assessed as 'emerging').

This information is shared with parents and staff who will be working with children during their next stage of learning.

Safeguarding

Our Safeguarding and welfare procedures are outlined in our school Safeguarding and Child Protection Policy. Which can be found on our school website; [The Federation of Holy Trinity Church of England Schools -School Policies](#)

At The Federation of Holy Trinity Church of England Schools, safeguarding the safety and wellbeing health of all our children is everyone's responsibility. Parents send their children to our schools each day with the expectation that the Federation provides a secure environment in which their children can flourish. We recognise that safeguarding encompasses the duties of child protection and promoting the rights and welfare of children. The Federation of Holy Trinity Church of England Schools is committed to ensuring that this expectation becomes reality. In order to achieve this, a range of measures are in place:

The Senior Designated Safeguarding lead person at The Federation of Holy Trinity Church of England Schools is Mrs Sue Sanderson (Executive Headteacher). The Designated Safeguarding Deputy Leader is Mrs Amanda Bell-Walker (Deputy Headteacher). The Designated Safeguarding Governor is Rev Chris Butler.

All adults who work in school have a responsibility to read and understand all safeguarding policies and to act within accordance of the school's Safeguarding and Child Protection policy at all times.

We aim to ensure our children are safe through:

Universal Safeguarding by creating safe environments. This includes site safety, safer recruitment of staff, school rules and codes of conduct and personal safety awareness taught across the curriculum. Our universal strategies include online safety.

Targeted Safeguarding by focusing on identified groups of pupils whose personal, social or economic circumstances may result in an increased risk to their safety. This may include children who are looked after, pupils with special educational needs or children who are vulnerable.

Responsive Safeguarding by responding quickly and appropriately to situations where pupils may potentially suffer or have suffered harm. All staff are required to follow our child protection procedures should there be any concerns regarding any pupil in our care.

The Health and Safety Policy

The Federation of Holy Trinity Church of England Schools' Health and Safety Policy is monitored each term by the Local Academy Council. A copy of this policy is available to all parents. A North Yorkshire Local Authority Health and Safety Officer visits both sites three times a year. The Executive Headteacher, Site Superintendent and Health and Safety Governor scrutinise all reports and act on advice following these visits. Any concerns from staff are reported to any of the above staff and the Site Superintendent carries out an initial examination, assessing if remedial action is needed.

Each half term there is a fire drill that practices efficient evacuation from the buildings. The Federation conducts an annual Fire Risk Assessment. In addition, the school has a Crisis Management Policy that outlines procedures for staff and governors in case of a serious crisis in or out of school involving members of the school community. The school has Evacuation, Invacuation and Lockdown Policies and Procedures.

First Aid

In school, there is always a member of staff with a valid paediatric first aid qualification to advise and administer first aid. The Federation has a First Aider at Work on both sites, endorsed by a valid Emergency First Aid at Work certificate. There are 16 members of staff who are qualified Paediatric First Aiders. There are a number of first aid kits situated around the school. The designated area for first aid treatment during the school day for both schools are the care suites situated by the school office. First Aid kits are also stored in classrooms. At break times, First Aid kits are available outside.

When a child is unwell or has suffered an accident whilst on the school site, there is a protocol for staff to follow:

- ✓ A trained first aider is consulted.
- ✓ First Aid is administered.
- ✓ The incident is logged on Medical Tracker - an online system that automatically informs parents by email.
- ✓ For head injuries, a parent contacted by telephone and Medical Tracker log emailed to the parent.
- ✓ If there is any doubt at all regarding illness or an accident a parent is contacted.

Medication

The school will administer prescription medicines with written parental consent. Parents must sign a Medical Consent Form, available at the school office, giving written consent and specific instruction before any medication will be administered. Non-Prescription medication will not be administered by any school staff.

For matters of an intimate nature, staff will care for a child with utmost sensitivity. Where needed, staff will seek and follow guidance from the Headteacher, Designated Safeguarding Lead or Deputy. Designated Safeguarding Lead. In situations where there are on-going medical issues, parents will be invited into school to ensure that they are part of the decision-making process for such care. The school has an Intimate Care Policy which all staff adhere to when managing incidents. Activities such as close intimate care e.g. nappy changing, invasive medical procedures, assisting with feeding necessitate closer contact with pupils. Staff carrying out these activities should wear disposable gloves and aprons and may need IIR masks and eye protection. This would need to be assessed on a case-by-case basis.

Site Security

The Federation of Holy Trinity Church of England Schools comprises of two secure sites, which are controlled by precise management directives. All people on the site have to adhere to the rules which govern it.

The entrance and exit routes to the Nursery site is separate to the main building. These are secure and access is managed by Nursey staff.

Entry to the school for Reception pupils is via the main gates on Trinity Lane and Coltsgate Hill. Visitors to the school enter by the main school office entrance and must identify themselves with identity card where appropriate.

- Doors should be closed to prevent intrusion but to facilitate smooth exits.
- Visitors, volunteers and students must only enter through the main entrance after identifying themselves and signing in at the office window. On arrival, visitors will be given a School Visitor Information leaflet and a visitor lanyard which must be worn whilst on site.
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Empty classrooms must have closed windows and external doors.
- Children should never be allowed to leave school alone during school hours, and if collected by an adult, must be signed out.

Appointments of staff and induction of newly appointed staff and work placements

The Federation of Holy Trinity Church of England Schools has rigorous recruitment Safeguarding procedures, detailed in the Safer Recruitment Policy, which are effective in all post appointments. All appointments are made are subject to an enhanced Disclosure Barring Service Check.

If staff are found to have a criminal record, the appointment is reconsidered by the Executive Headteacher and LDLT and the LADO informed.

A Safer Recruitment Governor sits on all appointment panels where the candidates are external applicants. The Executive Headteacher, Deputy Headteacher and Vice Chair of Governors have undertaken Safer Recruitment Training.

New staff are inducted into safeguarding practices and are assigned a mentor for the induction period. It is the responsibility of the mentors to familiarise new staff with procedures and policy, which affect the health and safety of all at school but especially the children.

Induction of volunteers and work placement students

All Volunteers over eighteen years old must also have Disclosure Barring Service Check. All volunteers will complete an induction and sign to acknowledge they understand key policies and procedures.

Visitors who do not yet have clearance will under no circumstance be left alone with a child or group of children.

Welcoming visitors

All visitors with a professional role i.e. Social Care, medical professionals or members of the police, already have relevant clearance, but the office will verify before admittance is granted. All visitors are asked to read a welcome leaflet which outlines appropriate safeguarding procedures.

Child Protection Policy

The Federation has a comprehensive Child Protection Policy. It is the Local Academy Council's duty to ensure the policy is reviewed annually and any deficiencies within the policy addressed immediately. All governors and all staff have had appropriate child protection training, which is updated at least every three years. [Clennell Education Services](#) provide safeguarding training and support for all staff and governors. Everyone at Holy Trinity has a personal log in and access to Safeguarding advice and training materials.

The Child Protection Policy includes a statement on physical restraint. This school follows DfE guidelines 10/98 which asserts that physical restraint may be used if there is the possibility that a child may be about to cause harm to him/herself or to another. It also asserts that on no occasion should such physical contact be used as a punishment.

All allegations of abuse or complaints about a teacher will be dealt with following the Area Child Protection Committee procedures. A copy of this is available at 24 hours' notice. For any complaints about the Executive Headteacher, the Chair of Governors should be contacted directly via the school office; any approach will be managed in the strictest confidence.

The Design of the Curriculum

The EYFS curriculum deals with safeguarding in two ways. Firstly, the curriculum, in subjects such as Personal, Social and Health Education, discusses relevant issues with the children. Topics include such themes as Pants are Private and Stranger Danger. Children are encouraged to explore and discuss these issues at a level appropriate to their age and understanding.

Secondly, the curriculum is designed so that safety issues within the subject are discussed, and safe practices taught, such as using equipment properly. At all times there has to be appropriate staffing levels and when the curriculum is taken out of school, appropriate and agreed pupil/adult ratios are maintained. The lead adult always assesses the level of risk for a visit, and all trips are finally authorised by the Executive Headteacher.

Visiting speakers, with correct clearance, are always welcome into school so that they can give specialist knowledge to the children.

Equality of Opportunity

The Federation of Holy Trinity Church of England Schools is fully committed to equality of opportunity. We offer high quality education for all; when children have specific needs we make arrangements to work with children and families in designing specific programmes to support learning. We promote diversity in our workforce. Applications to work in school are welcome from all, irrespective of age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, sex or sexual orientation.

Internet Safety

Use of the internet is part of our school curriculum and internet will form part of our curriculum. Teachers regularly discuss e-safety strategies with children. Advice and information for parents supporting e-safety at home is sent out through the newsletter and is available on the school website. Parents are asked each year if they agree to their child using the internet. Pupils will never be unattended whilst online and teachers should ensure that this does not happen. If teachers know of misuse, either by a teacher or child, the issue will be reported to the Headteacher without delay.

All of our staff and governors have completed online training with Clennell Education Solutions. The Federation uses Securly to filter and monitor the internet. Alerts are sent to the Headteacher when there has been a breach, and this is recorded on an incident log along with the action taken. To support schools and colleges to meet this duty, the Department for Education has published filtering and monitoring standards.

If pupils or staff discover unsuitable sites or material, they are required to:

- ✓ turn off monitor / screen.
- ✓ report the concern immediately to the Executive headteacher or DSL.
- ✓ report the URL of the site to technical staff / services.

Pupils learn about keeping safe online and how to protect themselves through the PSHE curriculum alongside a calendar of whole school assemblies and theme weeks. Our safeguarding responsibilities include protecting pupils from radicalisation and extremism. This is known as the Prevent duty, and all of our staff and governors have completed the e-learning training via the government portal.

Filtering & Monitoring

The Federation of Holy Trinity Church of England Schools is committed to providing a safe environment to learn and work, including when online. Filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material.

Clear roles, responsibilities and strategies are vital for delivering and maintaining effective filtering and monitoring systems. It's important that the right people are working together and using their professional expertise to make informed decisions.

The Federation LAC has a strategic responsibility for filtering and monitoring and assurance that the standards are being met. Governors have identified and assigned a member of the senior leadership team

and a governor to be responsible for ensuring these standards are met. They have also identified the roles and responsibilities of staff and third parties, for example, external service providers.

Roles and Responsibilities

LAC	SLT	DSL	IT Provider
Overall strategic responsibility for filtering and monitoring and assurance that the standards are being met.	Procurement of filtering and monitoring systems	Lead responsibility for safeguarding and online safety.	Technical responsibility for maintaining filtering and monitoring systems.
Identify and assign a member of the senior leadership team and a governor to be responsible for ensuring these standards are met.	Documenting decisions on what is blocked or allowed and why	Overseeing and acting on filtering and monitoring reports	Technical responsibility for providing filtering and monitoring reports.
Identify and assign the roles and responsibilities of staff and third parties, for example, external service providers.	Reviewing the effectiveness of provision. (half termly)	Overseeing and acting on safeguarding concerns	Technical responsibility for completing actions following concerns or checks to systems.
	Overseeing all filtering and monitoring reports.	Overseeing and acting on checks to filtering and monitoring systems	Working with the senior leadership team and DSL to <ul style="list-style-type: none"> ✓ procure systems ✓ identify risk ✓ carry out reviews ✓ carry out checks.
	Responsible for making sure that all staff <ul style="list-style-type: none"> ✓ understand their role are appropriately trained. ✓ follow policies, processes and procedures act on reports and concerns 		

Behaviour Policy

Our school is a community of faith where each day opens up horizons of hope, aspiration and joy. This is core to our positive approach to managing behaviour. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way.

The school Behaviour Policy is one that seeks to lead pupils towards high self-esteem and self-discipline. Consequently, good discipline arises from relationships built on trust and respect and from setting expectations of good behaviour. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our pupils are more likely to reach their full potential. We believe that celebrating success helps pupils to achieve and succeed, therefore we endorse the use of praise and a system of rewards to encourage good behaviour rather than

blaming and punishing. We use a positive system of rewards to increase pupil's self-esteem and help them to achieve more.

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances.

Anti-Bullying Policy

The Federation of Holy Trinity Church of England Schools works hard to promote positive and respectful relationships and does not tolerate any form of bullying behaviour.

Photographing and Videoing

The Federation of Holy Trinity Church of England Schools acknowledges safeguarding concerns regarding photographing and recording school events. We believe this requires a sensible, balanced approach, which allows parents to photograph and film providing they follow certain guidelines:

- ✓ Parents are given the option to consent for school to take photographs of their child on the admission form upon entry to school and permissions are then reviewed annually.
- ✓ School photographs that are for use outside of school are anonymous unless specific permission has been received from parents.
- ✓ At whole school events, parents are informed that they are welcome to take photographs of their children for their personal use; photographs which include other children are not to be shared on social networking sites without the permission of other parents.

Complaints

The Federation of Holy Trinity Church of England Schools is a welcoming community of faith where each day opens up horizons of hope, aspiration and joy. It is important that the Federation and parents work together to address any concerns, worries or anxiety about any aspect of school life. All staff and governors want to work in partnership with parents, and families to ensure that every child achieves their full potential. Should parents have any complaints, staff will listen to your concerns and will follow up any issues arising. There is a clear procedure in place, which is outlined in our Complaints Policy. The headteacher will always be happy to meet with you and help resolve any issues. The school is committed to working closely with parents for the benefit of the children.

Designated Safeguarding Lead (DSL)	Mrs S Sanderson
Location of office:	Junior School Entrance
Contact number:	01765 602858
Deputy designated safeguarding lead:	Mrs A Bell-Walker Deputy Headteacher
Location of office:	Below infant staffroom stairs
Contact number:	01765 602858
Chair of Local Academy Council	Adam Kitching
Email	cofg@htceschools.co.uk
Contact number for chair of Local Academy Council	01765 602858 ask Office Manager for contact number