



St. Angela Kindergarten School



SCHOOL POLICY

Small steps towards great success

*The most important elements that shape a child, the next generation, are three.
These are: the efforts of parents, the efforts of teachers, and the national
curriculum that should guide them.*

MISSION STATEMENT

St. Angela's aims to provide students with a holistic educational experience. Therefore, we are committed to addressing the academic, social, physical, psychological and spiritual needs of our students. This is done without distinction of ability, socio-economic status or race.

Our founder Blessed Mons. Isidor Formosa's first aim was for us to host children while their mothers went out to work. He didn't want us to simply look after them – he wanted us to embrace the apostleship of St Angela Merici, who worked relentlessly for the education of children and youths. As a consequence, it is our duty as educators to give much-needed unconditional love and a Catholic education, along with all other types of knowledge.

Our schools should be looked upon as an apostolate which has to be done with commitment so that we can convey Jesus' love to the hearts of our little ones. This necessitates, on our part, sacrifice, and a lot of patience.

Our teachers should commit themselves to not simply be educators, but guardians to all the children as well, by loving them and instilling in them the values we have inherited from our Founder.

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Quality Education for All

Education must not be limited to a rigid framework – it should rather be flexible to adapt to all kinds of different needs, so that it can bring out the true potential of each and every child.

Education may be regarded as the foundation upon which all other principles are based. The development of an educational ethos that stimulates the development of students' potential is the ultimate aim of the National Minimum Curriculum. This must be achieved without undermining the principles of solidarity and co-operation. Quality education for all means that a high standard of education is made available to all, irrespective of the individual's abilities and circumstances.

Equality

Equality, as proclaimed by the Universal Declaration of Human Rights, is a fundamental right; fundamental because it cannot be overlooked or ignored.

Education is for all, and everyone has the right to learn. Equal and fair treatment is a priority, since this gives each and every individual self-assurance and a healthy self-esteem. No one is to be treated less or more favourably than others. Discrimination is not accepted in any way since its impacts stunt the student's psychological growth and the development of healthy self-esteem. Everyone is accepted and loved for their uniqueness. If students at a very young age learn to accept those who are different, treat them as equals, and learn how to include them in society, then our goal would have been achieved.

Diversity

We are all different and every one of us is a unique individual, but together we are a group, thus there is unity in diversity.

Each individual is endowed with a vast repertoire of skills, experiences, and needs. Here, it is more clearly outlined how this diversity, allied with the differences evident in the student population, enables and requires a pedagogy based on respect for diversity and the celebration of difference. Thus, the National Minimum Curriculum commits all education institutions to provide all students with the best possible educational experience, irrespective of their social and individual differences. To promote diversity is to promote a multicultural democracy.

Inclusion

Inclusion is more than accepting someone with different needs into a group. It is about making that person feel part of the group.

An inclusive education is based on a commitment, on the part of the learning community, to fully acknowledge individual difference and to professing as well as implementing inclusionary policies. This concept recognises the full range of educational interests, potential and needs of students. Everyone can be right in the right environment. Through inclusion all students benefit and learn equally. We do not only talk of inclusion but have also integrated it into every aspect of the classroom. We adapt learning styles to suit all so that everyone may benefit and reach a high level of educational standard, according to one's potential. We believe that by promoting equality and diversity, the ideal of an inclusive culture for both staff and students is met.

Self-Esteem Policy

The school recognizes that staff in the school can have a major part to play in the raising of self-esteem in the children that we see. It is our continuing aim to make sure all children feel valued and that all children feel included at all times. We seek to enable the children to share their experiences with each other and with the staff, while helping them to appreciate and value each other through the words and actions of the staff as role models. Staff daily practice will affect this. In order to implement this policy, it is important that our staff themselves have high self-esteem and also believe completely in what the school is doing.

Role of parents in the school community

Parents are among the most important partners in the educational process. When their attitude and behaviour are linked to what is being done at school, it becomes a reinforcement from which their children benefit. Thus, it is of great importance that parents are encouraged by the professionals to join and participate in educational projects and research in an active manner to enhance the educational learning process of their children.

Parents should always be appropriately dressed both when joining and attending school activities, as well as when dropping off and picking up students.

Fire and Fire Drill

- ◆ The person discovering the fire will notify the SMT or the person in Charge.
- ◆ The fire bell will be rung to alert others in the building.
- ◆ The Sister in Charge will contact the fire services.
- ◆ On hearing the bell, all staff will go immediately to the classrooms to prepare the children for evacuation.
- ◆ The staff (who will ensure that they also take the Register with them) will accompany the children to the agreed assembly point.
- ◆ The Sister in Charge will ensure that any visitors and workmen on the premises are directed to the agreed assembly point. She also takes the list of parent contact details.
- ◆ On arrival at the agreed meeting place, all children's names will be checked with the Register to ensure that all have been evacuated. A check will also be made to ensure that visitors have been evacuated.
- ◆ No one will move from the agreed assembly point until directed to do so by an officer of the fire services.
- ◆ Fire Drill practice will be carried out at least termly and recorded in the Fire Drill Book.

Mobile phones and digital cameras

- To support child protection, St. Angela's enforces a clear policy on the use of mobile phones and digital cameras in the classrooms. It is of utmost importance that educators do not use their mobile devices during contact hours, unless explicitly for educational purposes.
- Emergency calls are taken on the school landline. (Parents are not to call the staff on their personal mobiles.)
- Digital cameras are used as tools to record children's development and as evidence of learning. Sometimes they are provided to children to document their interests.
- Parents are not allowed to take pictures during school hours (including outings).
- Any photos taken are stored on a central classroom computer. After photos are downloaded, printed, sent to parents or given to school leavers, they are deleted.
- When a child is admitted to the school, the parents are given a consent form to sign for photos taken in the school or during outings. During special events, e.g. Christmas or leaving parties, staff may produce group photographs to distribute to parents on request.
- On outings, the school mobile phone can be used for emergencies.

Whole School Healthy Eating and Nutrition Policy

1. Introduction

At St Angela Kindergarten school we believe that healthy eating should be promoted as an enjoyable activity as well as one that contributes to good health. We believe that the school plays an important role in developing the student's abilities to make informed choices and is committed to give our students consistent messages about all aspects of health to help them understand the impact of particular behaviours and encourage them to take responsibility for the choices they make.

This policy document was produced in consultation with school staff and under the guidance of the Malta Chamber of Pharmacists together with a nutritionist.

2. Why is a healthy eating and nutrition policy necessary?

Childhood and adolescence are critical periods for health and development as the physiological need for nutrients increases and the consumption of a diet of high nutritional quality is particularly important. Eating habits, lifestyle and behaviour patterns are established during this period that may persist throughout adulthood.

We believe that a balanced healthy diet full of nutrients is important for the development of a child's physical state, as well as for their intellectual abilities. Feeding the body with the proper nutrients helps fuel the mind to be more receptive to learning new skills.

3. Aim

- To ensure that all aspects of food and nutrition in school promote the health and wellbeing of students, staff and visitors to our school.
- To support students to make healthy food choices and be better prepared through lifelong learning about food, nutrition and eating.
- To help students understand that good, nutritious food is essential to their ability to learn as well as to their long-term health.
- To promote healthy lifestyles and an awareness of the consequences of healthy and unhealthy choices.

- To ensure a consistent approach to healthy eating across the school community including pupils, staff and parents/guardians
- To ensure the school plays its part in the larger community by helping to promote family health.

4. Objectives

4.1 Curricular activities:

- As part of the work that children do, they will be taught information about food and nutrition as part of the curriculum. Formal curriculum will be reviewed to ensure that information relating to food and nutrition in different lessons is consistent and up to date.
- The school will also arrange for advice and assistance about healthy eating issues to be provided to parents, if there is sufficient interest.

4.2 Packed lunches:

Our school aims to support parents in making healthy choices when preparing packed lunches. The school will provide information on healthy foods that should be included in Lunch boxes from home.

The following recommended guidelines are based on the recommendations issued by the department of Education through the HELP document in September 2007.

A child's lunch should include only the following:

- A portion of starchy food, e.g., wholegrain bread, sesame seed pitta bread, plain crackers, pasta or rice salad
- Fresh fruit and vegetables, e.g., apple/orange/banana, cherry tomatoes, carrots sticks, mini fruit chunks, etc
- A portion of milk or dairy food, e.g., cheese, plain/fruit yoghurt, etc.
- Small portion of lean meat, fish or alternative, e.g., two slices of ham, chicken, beef, cheese, tuna, egg or hummus, etc.
- Drink - water (not flavoured), milk (not flavoured).

Parents are advised to include an ice pack. Food products, prepared and stored in ambient temperatures, can after a period of between two to four hours, have increased levels of bacteria in them, which may be harmful to your child.

In addition, the school requests that parents do not include the following items in packed lunches:

- Sweets, chocolate, etc.
- Crisps or any packs of savoury snacks high in salt and fat
- Fizzy drinks/sugary drinks
- Sweet cakes, e.g., sugary cakes, doughnuts, etc.
- Sweet nut bars, etc.
- Foods containing salted nuts, etc.
- Packets of salted nuts

Parents who have difficulty following these guidelines are requested to contact the Head of school.

4.3 Drinking water:

The school will ensure that clean palatable drinking water is available for students throughout the school day and that students understand the importance of keeping hydrated.

- The school encourages the use of clear coloured sports-style water bottles.
- Children can bring their own water bottles into their classrooms and are encouraged to drink water whenever they feel thirsty. Water breaks will be encouraged during the day
- Student will be allowed to refill their water bottles when needed.

4.4 School environment:

The school will provide a safe and healthy eating environment for students and staff having lunch at midday.

- Children are required to eat all or at least try to eat most of the food provided in their lunch box.
- All litter, from lunch boxes brought in from home, must be taken home at the end of the school day.
- Lunchtime supervisors will help any children who have concerns or cause concern during meal time, e.g., children who may have problems eating their lunch, spill or drop their lunch, cannot find a place to sit, do not eat their lunch or skip lunch, etc.
- Children are expected to leave the area where they have eaten their lunch in a reasonably clean and tidy condition

4.5 Rewards

The school does not allow food to be used as a reward for good behaviour or good work. Other methods of positive reinforcement are used, including e.g., stickers

4.6 Food Hygiene

- Children should be reminded to wash their hands after going to the toilet and before eating.
- Water bottles and lunch boxes should be taken home every day to be washed.
- When handling food in lessons, both staff and children should have clean hands, hair tied back and a clean surface to work on.

Health & Hygiene Policy

Our kindergarten is committed to providing a safe and healthy environment for all children, staff, and visitors. This policy outlines our procedures for maintaining health and hygiene standards, managing illnesses, and responding to emergencies.

1. Illness Exclusion: Children who are sick will not be allowed to attend school. Symptoms that require exclusion include:
 - Fever above 38°C (100.4°F)
 - Vomiting or diarrhea
 - Rash or skin infection
 - Eye or ear infection
 - Cough or respiratory symptoms
2. Hygiene Practices: Staff and children will practice good hygiene, including:
 - Washing hands frequently with soap and water
 - Covering mouths and noses when coughing or sneezing
 - Disinfecting surfaces and toys regularly
3. Medication Administration: Medications will only be administered by designated staff members, and parents must provide written consent and instructions.

Emergency Procedures

1. First Aid: Staff members are trained in basic first aid and will provide care in case of minor injuries.
2. Emergency Contact: Parents must provide up-to-date emergency contact information, including phone numbers and allergies.
3. Fire Drill and Emergency Evacuation: Regular drills will be conducted to ensure staff and children know evacuation procedures.

Infection Control

1. Infectious Diseases: Children with infectious diseases (e.g., chickenpox, measles) will be excluded from school until cleared by a doctor.
2. Outbreak Response: In case of an outbreak, the school will follow public health guidelines and notify parents.

Parent Responsibilities

1. Notification: Parents must notify the school if their child has a contagious illness or is taking medication.
2. Pick-up: Parents must pick up their child promptly if they become ill or injured during school hours.

Staff Responsibilities

1. Supervision: Staff members will supervise children at all times and ensure their safety.
2. Health Monitoring: Staff members will monitor children's health and report any concerns to parents or administrators.

Allergy Policy

Policy Statement

At St Angela Kindergarten, staff who work within the school environment are aware that children who attend our schools may suffer from food, animal or nut allergies and from bee/wasp sting. We believe that allergies must be taken seriously and that every effort to minimise the risk of exposure must be made to prevent an allergic child or member of staff coming into contact with the allergens which could trigger a reaction.

St Angela Kindergartens are 'Nut free' environments. We are committed to creating a safe environment for the children in our care and the staff who work with us. However, we understand that it is impossible to create an 'allergen free' environment. A plan for the effective response to possible emergencies is in place in the event that a child or member of staff suffers a serious allergy reaction.

Unfortunately, we do not have a school nurse based at our schools but we have a large proportion of our staff who holds a Paediatric First – Aid.

Procedures and Responsibilities for Allergy Management

When parents admit their children at St Angela Kindergarten, they are asked to complete a medical form and if their child suffers from an allergy induced reaction such as hives or life-threatening anaphylaxis whilst at school, they need to make a note of it and discuss it with the Head of School before the child's admission.

If a child or member of staff has an allergy, a laminated action plan will be required. This has to be provided by the parents/guardians and should contain the following details:

- Child's photo
- Child's details
- Contact mobile numbers of both parents/guardians
- Precautionary measures list of allergens to avoid
- Description of usual symptoms
- Action plan to take in the event of the child having an allergic reaction including a crises management plan for severe reactions
- Details of any medication including an Epi – pen kept on site

- Location of medication
- Contact information for the child's GP
- Parents/ guardians' signature
- Demonstrates best position whilst awaiting the ambulance should breathing difficulties or pale/floppy/unconscious symptoms occur.

The parents/guardians should provide us with a signed letter to acknowledge that a member of staff is allowed to apply the epi – pen if needed and that the school will not be held responsible of any reactions.

Additional information

During lunch time, the Kindergarten Educator and the Learning Support Educator will ensure that children with allergies are seated on separate tables and the LSE will sit next to them to ensure that they do not share their food or the food of other children in the class. Once the lunch is over the LSE will take the children from the table and away from the area so that all traces of any food can be removed and the tables and floor are cleaned.

Children with allergies will participate in cooking activities once they bring their own ingredients from home.

When children celebrate their birthday at school, parents or guardians of children with allergies are required to provide a sweet treat that they deem suitable for their child

Behaviour Management Policy

It is central to the philosophy of St Angela Kindergarten School that all staff are positive and motivated at all times, towards the children as well as each other. Any issues or problems arising with children, other members of staff or parents/guardians should be immediately and privately discussed with the Head of the School/Assistant Head. The passing of negative comments about parents/guardians and family members, other staff or children are not acceptable.

1. We understand that children tend to pick up speech habits and mannerisms, attitudes from their parents/guardians or other family members and may inadvertently use speech that is inappropriate in class. Should this happen, the staff will talk to the children about the importance of understanding feelings and respecting each other. Accepting differences and respecting one another will be an ongoing part of the School's work. The behaviour will be discussed with the parents/guardians, and any issues or difficulties will be highlighted. As part of our commitment to working in partnership with parents/guardians,

they will be requested to guide their child towards understanding why the comments made are negative and therefore unacceptable.

2. Where the parents/guardians refuse to accept that the child has made these comments; or seek to justify the comments because they are valid, or just 'child talk', and that the child 'doesn't really mean it', the member of staff must insist that action be taken to stop the child behaving in this way, and that the justifications or excuses are not acceptable and offer alternatives.
3. The incident must be documented in the Accident / Incident Book.

Positive Behaviour

1. We aim to ensure that there are enough popular toys, resources and sufficient activities available, so that children are meaningfully occupied, therefore reducing the chances of unnecessary conflict over sharing and waiting for turns. We assist children in gaining these skills through a range of appropriate activities relevant to their age and stage of development.
2. We promote and acknowledge considerate behaviour such as kindness and willingness to share.
3. We support each child in developing self-esteem, confidence, and feelings of competence.
4. We support each child in developing a sense of belonging in their group, so that they feel valued and welcome.
5. We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
6. When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.
7. We recognize that very young children are unable to regulate their own emotions such as fear, anger, or distress and require sensitive adults to help them do this.
8. Common inconsiderate or hurtful behaviour of young children, include tantrums, biting or fighting. Staff at St Angela are calm and patient. We offer comfort to appease intense emotions, help children to

manage their feelings, engage in conversation with them to help resolve issues and promote understanding.

9. We aim to collaborate with parents/guardians and children to find resolutions. We will use a range of strategies to support the child, and with the parents'/guardians' consent, we will seek external specialist guidance when required. We work with parents/guardians at all times when implementing strategies, gaining information about home circumstances, and identifying suitable approaches to behaviour management.
10. Unacceptable physical behaviour will be dealt with in the same way.

Procedure for dealing with Unacceptable Behaviour

1. A copy of this policy should be signed by each contracting parents/guardians to signify their agreement.
2. An immediate verbal response to the action.
3. A gentle and simply worded explanation to the child as to why the behaviour was unacceptable.
4. If the unacceptable behaviour persists, the child will be withdrawn from the activity/group for a short period.
5. If necessary, a child maybe, taken to another room to calm down.
6. Parents/guardians will be informed if we feel that a child's behaviour is particularly worrying such as aggressive, disruptive and hyperactive.
7. Educators and parents will work together to promote acceptable behaviour.
8. If the child shows no sign of improvement in behaviour, a written warning will be sent to the parents /guardians explicitly stating what the child is saying and doing that is unacceptable, and warn them that if the behaviour does not stop within an agreed time period, and are not willing to cooperate, further ations will be taken until they are referred to the CDAU for a Psychological Assessment.

9. We request that everybody, including School staff and parents/guardians will be consistent in their approach to behaviour management.
10. We will follow these procedures in a way that is appropriate to the maturity of the child and their respective behaviour.

Anti-Bullying Policy

St Angela Kindergarten School is founded upon gospel values. Therefore, everyone within the school's community should let their actions and words be a vehicle for God's love, striving always to support and affirm one another in a community where there are no divisions of ability, colour, culture or race. Words and actions are measured for their potential to nurture and support each other. This policy has been drawn up alongside the aims of the school to promote the great importance of the safety, health and well-being of every individual child in the school.

Rationale

The school believes that every student should be respected for their personal worth and dignity and be supported and cared for appropriately. Each student will be encouraged to develop a caring attitude towards those around them and to respect and tolerate people of every background, race, religion and culture. All will be encouraged to develop self-discipline and to take responsibility for their decisions and actions.

In practice

- Everyone in the school has the right to be treated as an individual and with respect. Good relationships are vital to the successful working of a school.
- Everyone will act with courtesy and consideration at all times.
- Students are expected to treat people with the kindness and respect they would expect; and always speak politely to everyone, making it possible for everyone to learn.

What is Bullying?

Bullying is an ongoing behaviour that intentionally causes distress to others. Bullying may be defined as "behaviour by one or more pupils which produces damaging or hurtful effects, physically or emotionally to any individual". Bullying is characterised by the intention to hurt, frighten or intimidate

another person. Bullying takes many forms, face-to-face, or through third parties. The hurt can be either physical, emotional or both.

Bullying can take the following forms:

Physical: pushing, kicking, hitting, threats

Verbal: name-calling, persistent teasing, sarcasm, spreading rumours

Emotional: exclusion from a group, ridicule, threatening

Racist: gestures, taunts and looks.

Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.

Aims of Policy

- To provide a secure environment in which each child can reach his or her full potential and develop socially, emotionally, physically, cognitively and creatively.
- To foster mutual respect, trust and understanding between parents/guardians and members of staff to work together for the good of each child.
- To ensure that the whole school community works together towards shared goals on this issue.
- To develop a school community where bullying is not tolerated and students feel safe to tell someone who can help them if they are being bullied.
- To promote an anti-bullying message through all aspects of the curriculum and to encourage all members of the school to act with tolerance, care and consideration to others at all times.

Through these aims we hope to:

- create a safe, happy and secure environment for all.
- to prevent and reduce bullying in any form.
- to have a consistent approach to dealing with incidents of bullying.
- to ensure that all members of the school community are aware of this policy.

Action to reduce bullying

The school will ensure that:

- Everyone is aware of the anti-bullying policy and enlist their support and raise their awareness during teaching and learning sessions and around the school.
- Students are not left unattended in corridors or classrooms.
- Good and effective communication with parents, educators and the school management team is maintained when monitoring and managing bullying.
- Whilst on duty, staff are on time, students are in allocated areas/rooms and a positive presence is maintained. If staff know they are going to be away ensure they arrange to swap duties with someone else.
- Staff moving around the school regularly check the toilets and corridors and discourage students from congregating in these areas.
- Regularly review and reinforce the school's approach to anti-bullying at staff meetings, meetings, training days etc.
- There is an emphasis on positive expectations of student behaviour.
- If students or parents report bullying the report is listened to, taken seriously, and appropriate investigations made and appropriate strategies put in place.
- Following investigations, the outcome is made known to those involved and the situation is monitored closely following the incident.
- Students are listened to and there are opportunities for them to express their views and opinions during circle/discussion time.
- Explore and celebrate differences and diversity through a wide range of events in/outside of the curriculum.

The school will use the following to reduce bullying behaviour:

- Agreed procedures for responding to incidents.
- Staff to monitor incidents.
- Procedures for logging incidents and contacting parents.
- Ensuring that all staff in the school are familiar with and understand the policy and procedures.
- Periodically review the training needs of all staff.
- To seek to bring about a situation in which students themselves actively discourage bullying and view reporting of incidents as taking responsible action.
- Encourage students to talk to staff about their concerns and reassure them they will always be listened to and kept safe.

The school will:

- Take all reports of bullying seriously and log all incidents
- Communicate with all concerned, in line with procedures.
- Participate in training.
- Acknowledge appropriate behaviour.

Pupils will be taught and encouraged to:

- Report all incidents of bullying even if it does not involve them personally.
- Respect and support their peers.
- Adhere to and promote the school's positive behaviour policy
- Adhere to and promote the school's anti-bullying policy
- Be aware that respect should be shown to all pupils and adults and that sanctions will be imposed if this is not adhered to.

Parents/Guardians are asked and encouraged to:

- Promote good behaviour.
- Report any concerns or incidents to the school.
- Actively support the school's behaviour and anti-bullying policies.
- Be responsible for their child's behaviour outside of school.

Guidelines for parents, students and staff

Parents

- Parents should stress the importance of good social behaviour to their children.
- Report any concerns to the school.
- Actively support the school's Anti- Bullying policy.

What signs should parents look for?

If the child:

- Does not want to go to school.
- Has damaged or lost clothing or possessions.

- Is quieter than usual, withdrawn or distressed.
- Sleeps badly or cries at night.
- Stops eating.
- Has unexplained bruises.
- Parents need to inform the school.

What the school will do:

- The school will implement the most appropriate of a range of strategies e.g., the no-blame approach
- The school will take the issue seriously and deal with the concerns.
- All events will be recorded in writing.
- SMT/Staff will record discussions with both parties. The school management team will assume responsibility for this following a referral.
- Parents/Guardians of the pupils involved will be contacted.

Staff

- School rules will be as positive as possible.
- Responsible behaviour and preventative strategies will be discussed in class in curriculum areas such as Personal Social and Emotional
- Development and during circle time.
- Self-respect and self-esteem will be promoted at all times.
- All staff are made aware of the policy and it is available on the school website to ensure staff are aware of the procedures and strategies used.
- Staff must ensure that incidents of bullying in classrooms both verbal and physical must always be challenged and never ignored. Incidents of bullying must be reported immediately so that incidents are dealt with promptly.
- Staff must be calm and consistent in their approach.
- All staff must ensure the immediate safety and well-being of those being bullied.

The standards we hope to uphold at St Angela School include:

- All bullying is unacceptable
- The school recognizes the harmful effects of bullying and will work hard to minimize the risks.
- Bullied pupils and perpetrators will be treated and helped by Professionals.

Monitoring and Evaluation

Monitoring is essential to help assess progress and evaluate the impact of the anti-bullying policy.

- To do a regular analysis of information to provide details of types of bullying, frequency, and action is taken. This information will be shared/discussed during psychosocial meetings and practice reviewed.
- To assess the effectiveness of this policy, the school will report incidents over a given period.
- Through staff meetings, staff will discuss how they feel the policy is working and what changes could be made.
- Through curricular activities, the staff will be able to measure more directly how it has affected our pupils.

Note to Parents/Guardians

Parents/Guardians should always contact the Head of School/Assistant Head if they have any concerns about bullying issues.

Head lice Policy

Head lice continue to cause concern and frustration for families, educators and children. Although head lice are not considered a health hazard, and do not spread disease, infestations can cause anxiety for all stakeholders. Head lice affect all socioeconomic groups and are not a sign of poor hygiene. They have no preference for ethnic background, hair color, hair type or age.

This policy is intended to outline the roles, responsibilities and expectations of the school to assist with early identification, treatment and control of head lice in a consistent and coordinated manner. Whilst families have the primary responsibility for the detection and treatment of head lice, our school will work in a cooperative and collaborative manner to assist all families to manage head lice effectively.

However, should live head lice be noticed by a member of staff, a call will be made to the parent who will be asked to collect the child from school immediately. An email to 'Yama Yabi' will be sent

by the Head of School to inform them that a child from our school will be visiting the clinic for a hair screening. 'Yama Yabi' will advise the parent of the outcome and procedure. After the procedure and treatment, the parent will make an appointment with 'Yama Yabi', and if the child is certified clear of head lice, she/he can attend school.

Implementation

Responsibilities of Management, Educators and Staff:

- If a child at school has head lice, it is likely that several others also have them.
- The child or children with head lice are not to be isolated or excluded from learning.
- Reduce head-to-head contact between all children when the school is aware that someone has head lice.
- The head/assistant head/sister in charge of the school will confidentially notify the parent/guardian of the child who is suspected of having live head lice and request that the child is treated before returning to school the following day.
- Keep families informed if there is someone at the school with head lice.
- Support parents and children who have head lice by providing factual information, reducing parental anxiety and not singling out individual children with head lice.
- Provide families with suggestions for effective treatment for head lice.
- Encourage parents to tie back their children's hair when attending school.
- Record confidentially all cases so an outbreak can be avoided.
- Encourage children to learn about head lice so as to help them understand the issue and how to prevent further outbreaks.

Responsibilities of families

- Check your child's head once a week and check for head lice.
- Ensure your child does not attend school with untreated head lice. If you find any live lice or eggs, begin treatment immediately and notify the school if your child is affected so the school can monitor the number of cases and act responsibly if a high number of cases are reported.
- Check for the effectiveness of the treatment every 2 days until no live lice are found for 10 consecutive days. Remove eggs from your child's hair using the conditioner method and head lice comb.
- Once treatment has started, and your child is clear from head lice, he/she can attend school.

- Children with long hair will attend school with their hair tied back.
- Families will only use safe and recommended practices to treat head lice.
- Families will maintain a sympathetic attitude and avoid defaming/blaming families who are experiencing difficulty with control measures.

Treatment

Conditioner and Combing Technique

1. Untangle dry hair with an ordinary comb.
2. Apply hair conditioner to dry hair (clear-colour conditioner makes it easier to see the eggs). Use enough conditioner to cover the whole scalp and all the hair from roots to tips.
3. Use an ordinary comb to evenly distribute the conditioner, and divide the hair into four or more sections using hair clips.
4. Starting with a section at the back of the head, place the teeth of the head lice comb flat against the scalp. Comb the hair from the roots through to the tips.
5. Wipe the comb clean on a tissue after each stroke and check for head lice or eggs on the tissue.
6. Comb each section twice until you have combed the whole head. If the comb becomes clogged, use an old toothbrush, dental floss, or a safety pin to remove the head lice or eggs.
7. Chemical treatments are also available for head lice for children in their early years.

Online Learning Sessions Policy

1. Online sessions will give the opportunity for educators to observe students in a different setting, while helping us get to know each other better.
2. Parents/guardians will have the opportunity to see all the children's ability vis-à-vis the lessons being carried out. Such a situation may be an eye-opener to the parent to support their child more.
3. To ensure that all students fully participate during the online sessions, they are not allowed to eat or nibble snacks as their attention will be affected. Snacking is only allowed during the allocated break time.
4. Educators are to prepare flashcards with symbols, such as mute/unmute, microphone, sound etc., so both students and parents/guardians will know what to look for on the screen when given a command during the sessions.
5. Parents/guardians are encouraged to explain to the children how to access the icons on Microsoft Teams, and are encouraged to show them some basic functions of Teams on their own tablets/computer.
6. During the online sessions, parents/guardians can set up a background of their choosing.
7. Cameras are to be kept switched on throughout the whole session, except during break time.
8. Parents/guardians are encouraged to set the children by a table/desk, and have all the necessary things ready before the online session starts.
9. Online sessions should be interactive, and students are expected to participate during action songs, scribbling, sensory activities, etc.
10. Professionals such as Occupational therapists, Speech and Language therapists etc. are not allowed to be present during the online sessions.
11. For GDPR reasons, educators/parents/guardians are not to take any screenshots of the computer screen during the online sessions.

12. When necessary, a brief plan should be sent the day before to parents/guardians so they can prepare resources, print and cut materials etc. This will help both parents and children in their preparation for the upcoming activities.
13. Students should be *punctual* and log in on time. Online classes are equal to classroom teaching and therefore, attendance is taken every day.
14. Sessions are not to be delayed for any reasons or excuses.
15. Children are to be supervised by an adult throughout the sessions.

Attendance and Collection Policy

At St. Angela Kindergarten, the safety and well-being of every child are our highest priorities. To ensure proper care and communication, we kindly request that all parents and guardians adhere to the following procedures regarding attendance and collection.

1. Attendance Notification

- Parents or guardians are required to **inform the school by 08:30 a.m.** if their child will be absent for the day.
- Notification may be made by phone call, SMS, or email to the school office.
- If a child is absent without prior notice, the school will attempt to contact the parents to confirm the child's safety.

2. Collection Time

- Dismissal time is **1:30 p.m.**
- All children are to be collected by **1:45 p.m.** at the latest.
- If a parent or guardian foresees a delay, they must **inform the school immediately** and provide an estimated time of arrival.

3. Late Collection Procedure

If a child remains uncollected after **1:45 p.m.** and no contact has been made, the school will take the following steps:

- Attempt to contact both parents/guardians using the emergency contact numbers provided.

- If no contact can be established within a reasonable time, and there is concern for the child's safety, the school will file a police report, and the child will be taken to the local police station corresponding to the school's location.
- After filing the report, the SfCE social worker will be informed.

4. Safeguarding and Responsibility

This procedure is in place to ensure that every child is safe and always accounted for at all times. It also supports the school's duty of care under national child safeguarding regulations.

Child Safety, Supervision and Incident Reporting Policy

Policy Statement

At St Angela Kindergarten, the safety, well-being, and protection of every child are our highest priorities. We are committed to providing a secure, nurturing, and caring environment where children can learn, play, and develop with confidence.

The school recognises its responsibility to ensure that all children are adequately supervised and that parents are kept informed of any incidents, accidents, injuries, or concerns affecting their child while at school.

Supervision of Children

1. Appropriately assigned members of staff shall always supervise children during:
 - Classroom activities
 - Outdoor play
 - Transitions between activities
 - School outings and educational visits
 - Arrival and dismissal times
2. No child shall be left unattended at any time during the school day.
3. Staff members are expected to maintain active supervision by:
 - Being physically present with the children.

- Observing children's interactions and activities.
 - Identifying and responding promptly to potential risks.
 - Ensuring that children remain within designated supervised areas.
4. Where a member of staff is required to leave a group of children for any reason, responsibility for supervision must be formally transferred to another authorised adult before doing so.

Reporting of Incidents and Accidents

1. Any incident, accident, injury, or event affecting a child's safety or well-being shall be recorded and reported without delay.
2. Parents or legal guardians shall be informed as soon as reasonably possible whenever:
 - A child sustains an injury.
 - First aid is administered.
 - A child is involved in a significant incident with another child.
 - An event occurs that may affect the child's physical or emotional well-being.
3. Communication with parents shall be clear, factual, and timely.
4. All incidents and accidents shall be documented according to school procedures and retained in accordance with safeguarding and data protection requirements.

First Aid and Medical Emergencies

1. At least one staff member shall hold a valid First Aid certification.
2. First aid kits shall be readily accessible and regularly checked to ensure supplies are complete and within expiry dates.
3. In the event of a serious injury or medical emergency, an ambulance shall be contacted immediately, and parents or guardians shall be informed without delay.

First Aid Provision

1. To ensure the health, safety, and well-being of all members of the school community, educators are encouraged to receive First Aid training. Each school shall have a designated certified First Aider who is responsible for monitoring and maintaining the First Aid cabinet, administering First Aid when required to both children and adults, keeping appropriate

records of incidents, and ensuring that First Aid procedures are followed in accordance with school policies and health and safety regulations.

2. The designated First Aider shall regularly check the contents of the First Aid kit, replenish supplies as necessary, and ensure that all materials are within their expiry dates.

Risk Assessment and Prevention

1. Staff shall conduct regular risk assessments of indoor and outdoor learning environments to identify and minimise potential hazards.
2. Any hazards identified must be reported immediately and addressed without delay.
3. Equipment and resources used by children shall be checked regularly to ensure they are safe and suitable for use.
4. Educational visits and off-site activities shall be subject to appropriate risk assessments and supervision arrangements.

Partnership with Parents

1. The school values open and honest communication with parents and guardians.
2. Parents are encouraged to raise any concerns regarding their child's safety, well-being, or experiences at school.
3. All concerns will be treated seriously and investigated appropriately.
4. The school is committed to working collaboratively with families to promote the best interests of every child.

Child Protection and Safeguarding Concerns

1. Any concern regarding a child's safety or possible abuse or neglect shall be reported immediately to the designated safeguarding person lead in accordance with safeguarding procedures.
2. Staff members have a duty to remain vigilant and report concerns.
3. Confidentiality shall be maintained, and information shall be shared only with those who have a legitimate need to know.

Safeguarding Commitment

St Angela Kindergarten believes that every child has the right to feel safe, valued, respected and protected. The school community is committed to fostering an environment where children can thrive physically, emotionally, socially and academically, free from harm, neglect or discrimination.

The School Uniform

Wearing a uniform is a sign of identification within the school community. Students should always come to school in full uniform. All hair must be kept clean and neat. Girls' hair should be pulled back neatly with a navy-blue elastic band and only cloth hair bands should be used. Hairpins, metal hair bands or any other metal headwear must not be worn at any time. Boys' hair should be cut short and neat. Jewellery is not permitted, except for girls who may wear one pair of post (studs) earrings but NO hoops or dangles. Make up, nail polish, sticker tattoos and hair dye are not permissible.

Summer Uniform

The summer uniform consists of a salmon logoed polo shirt, navy blue shorts with a salmon pipping for both boys and for girls, a navy-blue logoed pullover, black ankle socks, black 'no marking' shoes with Velcro for both boys and girls a navy-blue logoed cap.

Winter Uniform

The winter uniform consists of a salmon and blue logoed tracksuit for both boys and girls, black socks, black 'no marking' shoes with Velcro for both boys and girls and a navy-blue plain jacket. In case of a rainy day, a raincoat may be worn over the jacket.

PE Kit

The PE Kit consists of a pair of Navy Blue shorts, T-Shirt and the same black socks and shoes used with the uniform. Each school has a different coloured T-Shirt. These are as follows -: Lija Purple; Rabat Red; Zabbar Azur; Pieta Yellow.

All items must be clearly labelled.

School Schedule

School door will open at 08:00am. All students must use the school's main door which will be left open till 08:30am. All children must go directly to their classroom.

If anyone wishes to speak to a member of staff about an important matter, they should do so either by writing an email or by calling the school to fix an appointment.

School hours

October – May **08:00 - 13:30**

Throughout the month of June school hours are from **08:00 - 12:15pm**.

Dismissal Time

Kindergarten 1: **13:25pm**

Kindergarten 2: **13:30pm**

Parents must be punctual when picking up their child as school door closes at 1:30pm **SHARP**. When children are not going to be picked up by their parents, upon dismissal a note must be presented granting permission to the person who would be collecting them. The person mentioned is to present their ID card.

Attendance

Regular attendance and punctuality are important for the academic and socio-emotional progress of every child.

- If a student is sick a medical certificate must be presented.
- In cases of a contagious illness and/or head lice the parent/guardian must provide a certificate stating that the child is fit for school.
- In the event that a student feels sick while at school, the school will call the telephone number listed on the "Emergency Contact form". Anyone picking up the student in this event apart from the parents/guardians, must present their ID card and sign and complete an 'Early pick up' form before leaving the school building. Personal details and records will be kept on file and considered as a legally binding document.

- For health and safety precautions sick children will **not** be allowed to attend school and will be sent home if they are brought to school sick (e.g., runny coloured mucus).
- When called, the parent should collect the child from school immediately.
- In the event of a long unjustified absence the Secretariat for Catholic Education will be informed to take appropriate action.

Break Time

Students are to bring a healthy packed lunch, such as a healthy sandwich, cheese, carrots, cucumber sticks, tomatoes, fruit, and yogurt. Grapes and cherry tomatoes must be cut in half to avoid choking hazards. For drinking, only water is accepted. All students must also bring a napkin and must have **all belongings clearly labelled. No sweets or unhealthy food or drink are allowed.**

Birthdays

Birthdays may be celebrated at school together with classmates. Parents are to advise the class teacher at least a week in advance. **Only plain sponge cupcakes** should be brought to school and **should not have cream, icing, food colouring or messy decorations.** The school reserves the right to return messy cupcakes back home. Invitations for private birthday parties will only be distributed if the whole class is invited.

School Outings

Organising an Educational school outing is also part of our curriculum, and as a kindergarten school, we must make sure to meet not only the academic aspects but also other developmental milestones. Sometimes during outings, the educator will ask for parents'/guardians' help and therefore, you will need to take it in turns to attend outings by using the parents' helper form which you will find on our school website. Anyone joining the outing can make use of the transport organised by the school. There will be no refunds for those who book to join the outing and then cancel. Parents are not allowed to smoke during school outings and they are to dress and behave appropriately.

School Staff

The school staff follow regular work conditions as directed by the Education Department and thus members of staff are entitled to sick leave, time off, bereavement period etc.

Personal contact information is **not** to be requested as staff is directed **not** to give personal details. They are also requested not to accept Facebook requests.

Communication with Parents

Throughout the year we send plenty of information circulars, reminders, and details by e-mail and on Teams. Hence, we ask that you check your emails/Teams **every day** not to miss out on anything.

Other Important Factors

- Baby bottles, comforters and dummies are not allowed at school. Toys from home are only allowed for, 'Show and tell' activities as indicated by the teacher.
- All students must be independently toilet trained (an exception is made only for students with special needs, following an IEP).
- Parents should always be appropriately dressed both when joining and attending school activities and when dropping off and picking up students.
- Parents' conflicts are to be dealt with in private.
- The Learning Support Educators can join in any extracurricular activities (such as Speech Therapy, Occupational Therapy, Play Therapy, etc.) after discussing the needs of the child between the parents and Head of School. The LSES are to be guided by professionals on how to further the child's improvement and abide to it.
- No written homework can be given to kindergarten students. Those who do not attend school due to an illness or any other reason cannot be given the work done during their absence to be done at home except if it is requested by the parents.
- Students are not to exchange Christmas cards or any other items brought from home.

Review and Update

This policy booklet will be reviewed and updated annually or as needed. Parents and staff will be informed of any changes.

Acknowledgement

Parents and staff members will sign an acknowledgement form indicating they have read and understood these policies.

Review of Policy

This policy shall be reviewed annually or sooner if required by changes in legislation, safeguarding requirements, or school procedures.

Approved by: Head of School

Date: _____

Review Date: _____