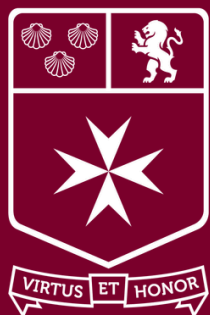


Policy: Early Years



**St Edward's
College**
Founded 1929

Last reviewed on: August 2026
Next review due: August 2027

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Who we are

Mission Statement

At St Edward's College we strive to create exemplary citizens in this increasingly globalised and technological world, placing strong emphasis on character formation, genuine intercultural understanding and leadership skills which will assist them to contribute to the well-being of society.

About us

St Edwards is an Independent private school which accepts students from Early Childhood to IBDP Sixth Form. The philosophy at SEC is driven by our approach to learning. TUL. We do not want a student to simply Learn, before learning the student must Understand, to understand the student must Think – TUL, Think Understand Learn.

This philosophy permeates through all sections of the college. Different sections of the college follow different over-arching curriculums that provide learning objectives for students at that grade level.

St Edward's College: Nursery Philosophy and Approach

The College's Mission Statement is reflected throughout each and every level, including the Early Years. Our aim is always to establish and keep a healthy environment for all students to flourish in. This is supported by all stakeholders, including teaching teams, management, support staff, and parents. We strive to ensure that our students have ample opportunities to develop their personal characters and likes and instil a sense of belonging to the setting. From a young age, we aim to develop a love for exploration and learning within our students, and this starts from day one. We believe that this way our students are encouraged to further their development through curiosity and engagement in a holistic manner targeting all areas of development. Critical thinking and inquiry-based learning is encouraged as part of our 'Think, Understand, Learn' (TUL) approach which is carried through College teaching and learning.

Together, we aim to oversee and assist each and every student throughout his/her developmental stages. This is done through a



balanced program involving both child-led and adult-led activities. The days are structured but also flexible to allow ample room for spontaneous learning and play but also provide a sense of security for our students. This equilibrium is supported by both the indoor premises as well as the College outdoor areas. Students spend time outdoors engaging in outdoor learning and discovery within our grounds and gardens. Indoor and outdoor resources are used as a tool to assist and prompt learning opportunities according to the interests of the students. Age-appropriate activities are introduced to further assist learning opportunities. Our aim is to encourage each and every student to reach his/her full potential. Kindness, tolerance, care, respect, and politeness are all dear values which we strive to instill in all our students. This can only be done through cooperation among all stakeholders.

Solid educator-child relationships are crucial so that students feel cared for and respected. Healthy relationships between children – children, and adults – children are continuously developed in order to ensure a healthy and supportive environment for development to take place.



Internal Review Process (School Development Plan)

Aim

Continuous development is crucial to effect progress and improvements, both within our programmes and within our professional delivery in an ever changing world. Data collection encourages a complete understand among all stakeholders.

Methods

1

College employs a School Development Plan Coordinator (SDPC) to oversee the collective development process of the whole College. This ensures unity among the staff and maintains a collective goal(s). All staff are to attend each PD (professional development day) which are held termly as well as two other days prior to the start of each scholastic year.

2

PD days vary in structure as time is dedicated to staff working together in various working groups targeting common goals, progress and learnings. Time may also be assigned to each section working collectively on goals respective to the section. The Head of Section together with the team identify working goals based on meetings and observations.

3

Workshops and talks involving guest speakers and professionals are held to further educate our workforce and aid staff's personal professional development.

4

The SDPC collects minutes from each working group during all PD day and then organizes these to share them with the whole staff body. The way forward is then identified, with the help of SMT (Senior Management Team), and shared with staff and parents via emailed announcements.

5

Year group meetings are held throughout the year with respective Head of Sections or Head of Departments to work in unison, implement improvements and reflect on practice. In addition, internal review processes may also be conducted by section or be cohort specific. Additionally, all EY Parents and students receive a reflection form during the 2nd term. All data collected is analysed by the respective teacher and Head of Early Years.

Staff Development Policy

Aim

The purpose of staff development is to enable staff, individually and/or collectively, to enhance their knowledge and expertise in order to enable them to fulfil their job role effectively and support progression. We encourage staff to identify their own developmental requirement through self reflection, in addition to be supported by their Head of Section.

Methods

- Staff is encouraged to attend any seminars and courses related to good Early years practice.
- Nursery and KG teachers are expected to attend refresher courses in First Aid, Food Handling and potentially, Fire Warden training to maintain their certification as appropriate.
- Staff meetings will also help identify the training and development needs of practitioners, so that each has the skills to provide an effective service. These are also supported collectively through the termly Professional Development days on the College calendar.
- Staff observations are continuous throughout the scholastic year, in line with the rest of the College. This varies from a formal process and/or an informal process. The formal process involves; a pre-discussion meeting, the observation, and a post observation meeting between the teacher and the Head of Section. A document is filled in outlining College values and teaching standards, which is shared with the teacher and filed. This will provide an opportunity for the Head of Section and member of staff to discuss training needs as well as their current performance. Alternatively, observations are informal through pop-ins, whereby the Head of Section walks in to different classrooms and observes all/any processes and interactions. Feedback is then given to the educators and if required, further discussed.
- Areas of development are continuously sought by both the Head of Section and the staff in order to organise further training.
- Documents, information, learning videos, strategies, and tips are shared with staff through the internal Early Years Weekly Notice created and sent by the Head of Early Years.

Staff Supervision Policy

Aim

Our aim is to ensure the safety and welfare of the students in our care by providing effective supervision of staff in our employment.

Methods

- Effective early years practice ensures staff are aware of each individual child's developmental stage and how this impacts on their way of interacting with others, materials and equipment. The Head of Section supervises staff on a regular basis to ensure that these needs are met. This is done through formal observations and/or walk-about.
- It is the duty of the Head of Section to ensure that policies and procedures are embedded in all practice and there is a culture that enables issues about safeguarding and promoting the welfare of children to be addressed.
- Staff will attend meetings which give them the opportunity to reflect on, scrutinize and evaluate the work carried out, assessing the strengths and weaknesses of the practitioner. Supervision will be educative, supporting and encouraging antidiscriminatory practice.

Admissions Policy

Aim

It is our intention to make our Early Years accessible to all children and their families. We aim to ensure that all our students have access to our setting through open, fair and clearly communicated procedures. It is important to note that there may be circumstances where we are unable to accept an enrolment because of our inability to cater for the child's needs.

This policy should be read in conjunction with the [Admissions Policy](#).

Methods

In order to achieve this aim, we operate the following admissions policy:

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
- An Open Day is organised once a year for any prospective parents and students to come to the College.
- Enquires are answered in a timely manner and prospective parents are invited for a viewing of the College to discuss and answer any questions they may have.
- Parents who enrol their child at Early Years and pay the registration fee will be guaranteed a place for their child.
- Students who have attended and finished a year are guaranteed a place for the next year.

- Children who are not yet two, but will be by the end of the first term (31st December) are eligible to join Nursery in Term 1.
- Children who are not yet three, but will be three by the end of the first term (31st December), are eligible to join KG1 in Term 1, and so on for the following years.
- The college does not have a separate February intake.

Check list of application documents: (See forms in appendices)

All these documents need to be sent to this office before a student can be registered.

1. Application form - Please enter only one name as main contact and account holder
2. Data Protection form
3. Health form
4. Emergency form
5. Student Support form
6. Regulation's form - Please initial each page and send the whole document to this office.
7. Birth certificate - Of student
8. Passport copy - Copies required for parents and student of all applicants.
NOTE: Passport copies of account holders (parents/legal guardians) may be shared with credit agencies (third parties) to inform such entities of any defaulting debtors.
9. Vaccination card

Immunization

We highly recommend that all students are in line with the National Immunization Schedule

Age	Vaccine
6 weeks	DTaP/IPV/Hib
3 months	DTaP/IPV/Hib
4 months	DTaP/IPV/Hib
12 months	Hep B1
13 months	Hep B2 +MMR1
18 months	Hep B3 + DTaP/IPV/Hib
3-4 years	MMR2
12 years	HPV
14-16 years	DT/IPV

D= Diptheria vaccine

T= Tetanus vaccine

aP=acellular Pertussis vaccine

IPV= inactivated polio vaccine

HIB= Haemophilus influenza type B vaccine

Hep B= Hepatitis B

MMR= Measles, Mumps and Rubella

HPV=Human Papilloma Virus to girls

DT= Diptheria and Tetanus vaccine

Fees

Fees can be accessed on the College Website: <https://stedwards.edu.mt/fees-and-applications/>



Equal Opportunities Policy

Statement of Intent

Following enrolment of a child, our Early Years team, is committed to valuing diversity by providing equal opportunity and anti-discriminatory practice for all children and their families.

Aim

We aim to ensure all children and their families feel welcome in our setting.

Methods

- Provide a secure environment in which all our students can flourish and in which all contributions are valued.
- Treat all children, their parents and staff with equal concern, respect and value.
- Provide a welcoming and caring environment that promotes and reflects diversity and is equally accessible to all.
- Challenge any behaviour which disregards the promotion of equal opportunities.
- Encourage all children to join in all activities.
- Encourage positive role models displayed through toys, imaginary play, books, discussions, videos, etc. that promote non-stereotyped images.

Child Personal Records Policy

Aim

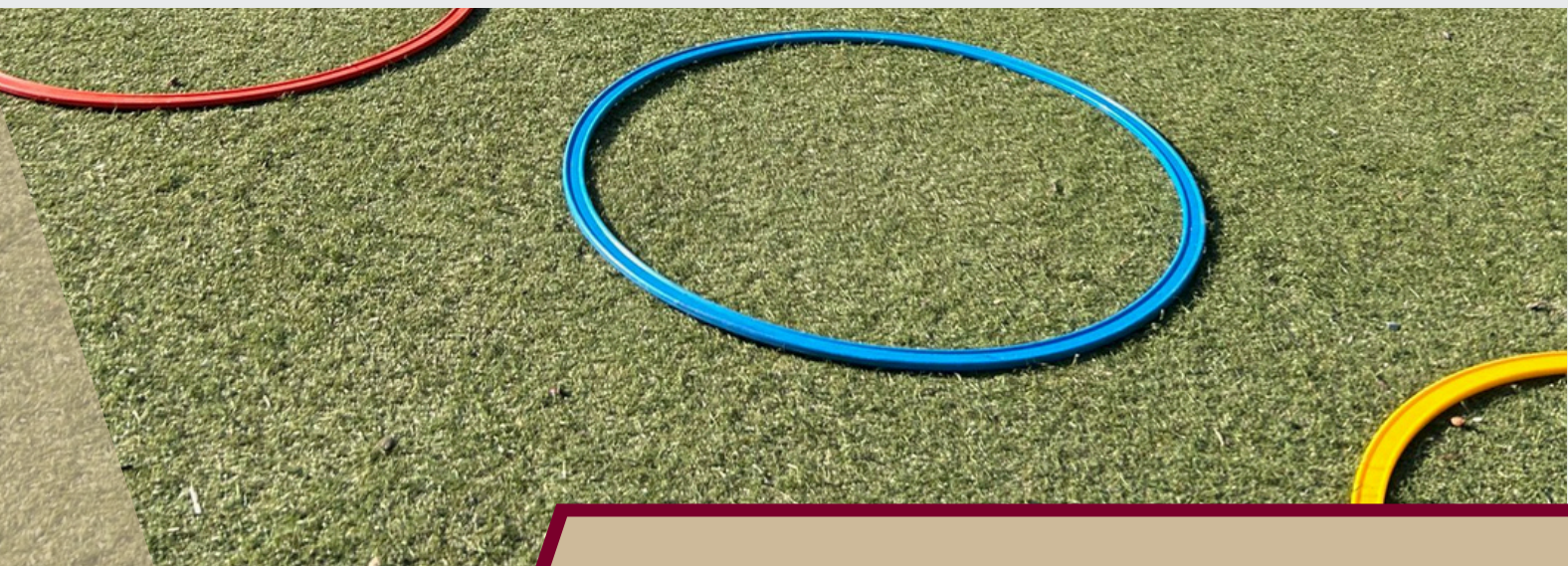
We aim to have record keeping systems in place that meet or exceed legal requirements. The means of sorting and sharing that information takes place within the framework of the Data Protection Act.

Method

We keep two kinds of records on children attending our Early Years.

Developmental Records:

These vary according to the year groups. However, they include ongoing developmental reports and portfolios including learning targets and/or photographs. Portfolios are shared with parents once during the second term, and at the end of each scholastic year via MySchool. All children's work is handed over by the end of the year for the parents to keep. At Nursery level we use an application (app) to periodically share milestones and targets.



Personal Records:

- These include registration and admission forms, signed consent forms, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, ongoing record of relevant contact with parents, and reports by staff on any confidential matter involving the child, such as developmental concerns or child protection matters. These types of information are kept by the admissions department, in the student's file, by the Head of Early Years and by the teacher – depending on the sensitivity of the information.
- Confidential records are stored in a lockable file and are kept secure. • Parents can ask for files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality.

EY specific and outing consent forms will be stored, by the Head of Early Years, for up to two years following the end of the scholastic year.



Staff Record Keeping Policy

Any personal records of children provided by the parents or taken by the staff are to be stored safely in the child's folder at College (in the secretary's office under lock and key). The date needs to be clearly marked as well as the child's name.

Information is kept private and confidential. The staff is not allowed to share personal information with other staff members unless the need arises to.

Records include; admission forms, signed consent forms, doctor certificates, attendance, reports from meetings concerning other agencies, and orientation forms including the Child Collection Form per year.

Photos taken are to be stored in the R-drive on the College Server. Staff within the Early Years have their own private files which are only accessed by the staff members themselves, the Head of Early Years and the IT department at College. Photos are to be stored digitally on the server, which in return can only be accessed via College laptops and whilst at College.



Special Education Needs Policy

Statement of intent

We provide an environment in which all children are supported to reach their full potential

Aim

1. Children with special educational needs will be admitted if St. Edward's College can effectively cater for their needs.
2. The College INCO (Inclusive Education Coordinator) will be well informed about each and every situation to reflect the setting's collaborative approach to addressing special educational needs.
3. Teachers will liaise effectively with the child's Learning Support Educator (LSE) if the child is assigned one.
4. To identify early signs of special educational needs.
5. To work in partnership with parents to help the child fulfil his/her potential.
6. To ensure that all children have access to education and that their special needs are met.

Methods

- A specialised member of staff is designated as the College INCO.
- We ensure that the provision for children with special educational needs is the responsibility of all members.
- We ensure that our inclusive admissions practice ensures equal access and opportunity.
- We work closely with parents of children with the students' needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide a broad and balanced curriculum for ALL children.
- We provide a differentiated curriculum to meet individual needs and abilities – individual education plans (IEPs).
- Teachers are to report back any concerns they have on a student to the Head of Section. S/he will in return discuss the concerns with the INCO, who will observe the student in class. Following another discussion, parents are called in to discuss the next steps together.



Working in partnership with other professionals

Aim

To aid each student's development in a holistic manner depending on his/her individual needs.

Methods

1. Keeping open communication with parents to ensure that all professionals working with a specific child or other are allowed to visit College to speak to the SEC professionals and, with the permission of the parents, observe the said student.
2. Communication is to be kept up with the management team who then relays information to the teaching team.
3. Professionals are also invited to IEP and MAP meetings as appropriate, via the parents.
4. Goals are shared with everyone involved so that a united approach in delivery is reached and implemented.

Transitions Policy

Our transitions policy covers the changes children and their parents experience as they move from home to nursery, home to kindergarten (KG), nursery to kindergarten, and kindergarten to Year 1.

Aim

Through the implementation of this policy, St. Edward's College aims to work in partnership with parents and staff to share information about each child and offer support to children and parents as they adapt to the change.

Methods

Orientation packs (including important information, rules and procedures for parents to know) is sent to parents during the early months of summer prior to the start of each scholastic year.

In addition, Orientation Mornings are held in September for each year group during which relevant information is distributed to parents and students in an organised manner. Together they get to meet the teaching teams and visit the new classrooms and areas. Students and parents get the opportunity to spend time together at the College.



This is a chance to familiarize themselves with the College facilities, meet other parents and children in their class and get to know the teaching teams. Information is given to parents with details about their child's day at College, as well as details on policies and procedures. The Head of Section is present for any queries and to help with the process.

Nursery and KG1 pupils have a staggered start to the scholastic year. During the first two days following the Orientation Morning, half the class attends on each respective day. This enables the staff to become well acquainted with each child. Personal attention is given to ensure each child feels safe and welcomed in their new environment. Should a further staggered start be needed, this will be taken up on a case by case basis.

For students moving from nursery to KG1, KG1 to KG2 and from KG2 to Year 1, a process is in place to ensure a seamless transition. Throughout the year, same cohort children will have ample opportunities to build acquaintances and friendships with those from other classes.

During the Trinity Term, all children will spend some time visiting the blocks and classrooms they will be in come the following September. They will be introduced to the teaching teams and familiarised with the outdoor playing areas. In addition, they will have appropriate classroom discussions in preparation for the next scholastic year.

Children will be moved with some of their peers to the new class (class lists process) so that they have friends in the new classroom. This serves as reassurance for our students. Children's portfolios and copies of reports are made available to the new teaching teams. The Head of Early Years will meet with each teacher for a constructive debrief on the students belonging to her class at the start of the year.

Staff are sensitive to the needs of children and parents when they first attend the setting. All children settle differently in their own time and staff do their utmost to accommodate their individual needs.

General Data Protection Regulation (GDPR) Policy

The Early Years section maintains confidentiality with all users in line with the Data Protection Act. Any information and records concerning children or their families will only be shown to the appropriate authorities. The use of photographs of any child will not be permitted without expressed and signed consent of parents – forms are part of the registration and/or orientation processes.

Should parents wish to change the consent allowance of their child, this is to be done through a written document (or email) and passed on to the Head of Section. The Head of Section will then inform the class teacher and edit consent.

National General Data Protection Regulations (GDPR) are also abided by at College.



Whistle-blower Policy

Aim

We believe in the importance of providing a safe environment, so staff can air concerns. The Early Years section operates a Whistleblowing policy as a means for staff to raise concerns relating to their peers and to ultimately safeguard the children in our care.

Method

- The management will support this by ensuring staff feel confident in bringing forth concerns as they arise to safeguard the children in our care.
- Through their professional development, staff is aware that it is their professional duty to report any cases of abuse by staff to the Head of Section and/or Headmaster and/or Human Resources.
- Staff is assured that management will not take any action against any member of staff reporting such instances of inappropriate behaviour.
- Reports may also be forwarded to APOGG (<https://fsws.gov.mt/en/appogg/Pages/overviewappogg.aspx>) (tel: 22959000) or MFED (<https://education.gov.mt>) (tel: 2598 1424)



Child Protection Policy

Aim

Our Early Years will work with children and their parents to ensure the safety of children and to give them the best start in life.

About us

Our aims are to carry out this policy by:

- Promoting a child's right to be strong, resilient and listened to by creating an environment in our college that encourages children to develop a positive self-image.
- Promoting children's rights by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- Helping children to establish and sustain satisfying relationships within their families, with peers and with other adults.
- Working with parents to build their understanding of and commitment to the principles of safeguarding all our children.
- Ensuring that children are never placed at risk while in the care of staff.



- Ensuring that confidentiality is maintained at all times.
- Ensuring that the staff is familiar with Child Protection Procedures as laid down by the Maltese Education Department. (See Child Protection Policy of Appoġġ and Child Protection Policy of Education Division).

Child Protection Service of Agenzija Apogg – 179.

Reports may be forwarded to APPOĠĠ

(<https://fsws.gov.mt/en/appogg/Pages/overview-appogg.aspx>) (tel: 22959000) or MFED (<https://education.gov.mt>) (tel: 2598 1424)

Health & Safety

Statement of Intent

Our Early Years believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents and staff.

Aim

We aim to make children, parents and staff aware of health and safety issues and to minimize the hazards and risks to enable the children to thrive in a healthy and safe environment.

Method

- By checking for hazards and risks, indoors and outdoors, and in activities and procedures. This is done through continuous checking and Health and Safety Audits and checks taking place.
- Raising awareness in staff through training.
- Helping children be aware of health and safety through discussions, planned activities and routines.
- Ensuring systems are in place for the safe arrival and departure of children. This is done together with the College security guard.
- Preventing unauthorised access to our premises.
- Cameras are installed at the gates as well as in common areas.
- Ensuring cleaning materials and other dangerous materials are stored out of children's reach.
- Ensuring we have a daily cleaning routine for the whole section.
- Ensuring at least one member of staff with current first aid training is on the premises and accompanies the children during an outing.
- Ensuring snack times are appropriately supervised and children do not walk about with food and drinks.
- Ensuring children have ready access to their water bottles at all times.
- Informing the parents that staff are not authorised to administer medicine. The College nurse is on call and updated for any medical needs arising.



Cleaning Routines

- The domestic staff members are to ensure the cleanliness of the setting. This is checked by the domestic staff manager.
- Cleaning products are to be brought in by the domestic staff during cleaning service or stored in high lockable areas.
- Bathrooms are to be cleaned periodically.
- All areas are to be thoroughly cleaned daily as soon as the children depart from the setting (12.30pm and 14.00 respectively).
- In case of an accident (toileting or illness) the domestic staff is called in for cleaning and disinfecting of the area. The student are taken to another area for this period.
- In case of infectious disease, the domestic staff is immediately called in to disinfect the whole area, including resources.
- Table surfaces are to be cleaned periodically during the day also by the teaching team.

Nappy Changing Policy

Method

- Each Nursery classroom has its own nappy changing stations and access to the children's bathrooms for toilet training.
- Parents are asked to bring in a potty for their child to aid with the toilet training process.
- The domestic staff regularly clean the bathrooms during the day.
- Nappy changing stations and potties are cleaned after each use.

Child Collection Procedure

Aim

It is our intention that the collection procedure is carried out in a safe manner and does not cause unnecessary anxiety for the child.

Method

- All Early Years parents are to sign a 'Child Collection Form' indicating the names, ID card number, telephone numbers and relation of all adults who are authorised by the parents to collect their child.
- Authorised persons are to bring along their ID card and present it to the class teacher during first collections.
- No child will be released to somebody not listed on the 'Child Collection Form' without previous verification with parents.
- No child will be released to a minor at any point.
- Parents are requested to pass on information about any person who does not have legal access to the child (in strict confidence).
- If your child normally returns by transport but you wish to collect him/her, please inform the class teacher via email by the evening prior at the latest. We cannot accept verbal messages from children or other unauthorised persons.
- In the case of an emergency, the parents are to reach the Head of Early Years or the Early Years Administrative Clerk by phone.

The Uncollected Child

- If a child remains to be uncollected when school is over; he/she will be looked after by the class teacher and/or the Section Head and/or the EY Administrative Clerk. In this case, the parents will be called first. If they cannot be reached, we will revert to the contacts given on the 'Child Collection Form'.
- Should no contact be made, the Head of College will be informed, and he will then notify the Police Department.

Evacuation Policy

In the event of the need to evacuate the buildings, all staff is immediately alerted by the continuous ringing of the bell. The Head of Early Years will alert the Headmaster and the emergency services; 112, is called.

Each teacher is to collect the register.

KG1 building:

- Teachers are to check the bathrooms in the classrooms. Once checked, doors should be shut if safe to do so.
- The children and any helpers/parents/visitors present are led calmly to the appointed assembly point: on the lawn between the Kindergarten and Junior School.
- The two classrooms at the front of the building are to leave by the front door. The classes at the rear of the building will leave by the gym gate. The upstairs classroom will walk calmly down the stairs and onto the lawn.

Nursery and KG2 building:

- All the KG2 classes (found upstairs and downstairs) are to exit via the front door, provided it is safe to do so.
- The Nursery Y children are to exit via the Nursery Y side door, if it is safe to do so.
- Nursery X children are to exit via the main door.
- The children and any helpers/parents present are led calmly to the appointed assembly point: the volleyball court.

Year 1 and Year 2 classes:

- **Assembly Point is on the College Track** (signs showing). Teachers are to escort the students out through the respective doors along their classroom corridors and onto the College track.

Once children and staff gather at the appointed assembly points, the registers are checked to ensure all are present and accounted for.

Fire Wardens are assigned to make designated rounds for checks.

Missing students must be reported immediately to the Head of Early Years who will then inform the Headmaster.

Students are to remain in orderly lines until the siren/s have been switched off.

**ALL STAFF MUST BE AWARE OF THE LOCATION
OF THE FIRE ALARM SWITCH AND THE
LOCATION AND PROPER USE OF THE FIRE
EXTINGUISHERS.**

Food and Drink Policy

Aim

At St Edward's College we promote a healthy eating and healthy living lifestyle.

Method

- Parents are to send in a snack and lunch for their child to eat whilst at College during break times. Alternatively, they may opt in the 'Early Years Food Service' whereby lunch is delivered to the classroom in time for breaks. The latter is prepared by the College Canteen operators and follow a healthy set menu. The menu is sent out to parents to place their orders prior.
- Snack times represent a social time for both children and adults to learn about healthy eating and good table manners.
- Parents must inform the college about any dietary requirements and allergies during the registration process and orientation morning.
- Should children develop allergies or food intolerances during their time at college, it is the responsibility of parents to advise the College so that records can be updated.
- All staff are made aware of those children with allergies
- Staff show sensitivity with regards to each child's diet or allergies and do not make a child feel singled out because of diet/allergies.

- Children are encouraged to eat their snack with the other children at set times but children are never forced to eat.
- Water is made available at all times and children are made aware of this.
- We use snack times to help children to become more independent by feeding themselves and clearing up after themselves.
- We ask parents to send healthy food. Sweet, sugary/fizzy drinks, packet juices, fast food, and any food containing nuts are not permitted. Popcorn is also banned as it is viewed as a choking hazard for young children
- Children are not permitted to share their lunch – this protects children with allergies and helps parents monitor how much their child eats.
- Food not eaten is not thrown away – it is left in the lunchbox so that parents will be aware of what their child has consumed.
- Suitable food and drink containers/ bottles are to be used and sent in, by parents, for lunch times.



Illness Policy

Purpose and Scope

The School Clinic provides first aid, health assessment, emergency care, medication administration where authorised, and appropriate support for students who become unwell or injured during school hours.

Infectious Disease and Illness Control

1. Students who are acutely unwell should not attend school. Parents/guardians are responsible for keeping a child at home when the child is experiencing symptoms that may indicate an infectious illness, significantly affect their ability to participate in normal school activities, or require a level of care or observation that cannot reasonably be provided within the school setting.

2. The School Nurse will assess the student and determine the appropriate course of action, which may include first aid, observation, return to class, contacting parents/guardians, recommending further medical assessment, or initiating emergency procedures.

3. Students who were unwell/sent home from school and/or are absent for 3 days or more, must return to school only with the clearance from a healthcare provider.

4. The school clinic will follow the guidelines of the The Infectious Disease Prevention and Control Unit (IDCU), which is the national centre responsible for the surveillance, prevention, and control of infectious diseases in the Maltese islands, on managing outbreaks of contagious diseases.

5. Parents/guardians will be informed of infectious disease cases, via email, under the guidance of the IDCU.

Medication Administration

1. Medication will only be accepted and administered by the School Nurse in accordance with the school's POL-DA01_Policy for Medication Administration at School and WIN-DA03_Work Instruction for Medication Administration at School.

References

POL-DA01_Policy for Medication Administration at School

WIN-DA03_Work Instruction for Medication Administration at School

POL-SC03_School Clinic Policy



First Aid & Accident Procedure

Purpose and Scope

To ensure that any student, employee or visitor who becomes injured or suddenly unwell on school premises receives prompt, safe and appropriate first aid.

The school's POL-FA03_First Aid at the Workplace Policy is designed to provide immediate care, reduce the risk of further harm, ensure appropriate escalation when necessary, and maintain accurate documentation of incidents.

Minor Injuries or Illness

Examples may include minor cuts, abrasions, bruises, mild sprains, minor discomfort or other conditions that do not require emergency medical intervention.

1. In case of any injuries, the staff members must inform the School Nurse or nearest available First Aider/Responder for assessment. The Head of Section must be informed too.
2. Appropriate first aid will be provided according to the nature of the injury or illness.
3. Once assessed, the parents/guardians will be informed by the School Nurse, should the child need to be sent home, and an Incident Slip is issued by the teaching team, which is to be returned signed by the parents/guardians.
4. Incidents requiring first aid are appropriately documented by the School Nurse and/or the teaching team (see appendices).

Major Injury or Serious Illness

A major incident may include suspected fractures, severe bleeding, loss of consciousness, serious head injury, severe breathing difficulty, chest pain, significant trauma or any condition requiring urgent medical intervention.

1. The School Nurse and/or nearest First Aider/Responder must be informed immediately, as well as the Head of Section.
2. Where emergency medical assistance is required, 112 will be called without delay. The School Nurse informs the Headmaster and the Head of Section.
3. Parents/guardians of a student will be informed as soon as possible.
4. Where a major injury is suspected, the person should be kept comfortable, and the injury stabilised while awaiting emergency medical services.
5. A member of staff should remain with the student until responsibility is transferred to the parent/guardian or emergency medical personnel. Staff members do not provide medical consent on behalf of the parents/guardians.

Reporting and Documentation

All incidents requiring first aid must be documented appropriately. The record should include relevant information such as:

- date, time and location of the incident;
- name of the injured or unwell person;
- description of the injury or illness;
- first aid or treatment provided; and
- any recommendation for further medical attention.

The School Nurse maintains the Clinic Daily Log, and School Incident Report are retained in the appropriate student or employee record.

References

POL-FA03_First Aid at the Workplace Policy
IR01_School Incident Report (see Appendix)

Head Lice policy

Purpose and Scope

To minimise the spread of head lice within the school community through early identification, appropriate management, communication with parents/guardians and timely treatment.

Procedure

1. Where head lice or suspected head lice are identified in a student, the student should be referred to the School Nurse for assessment where available.
2. Should lice/nits be identified, the student's parent/guardian will be informed confidentially and advised regarding the need for appropriate treatment.
3. Parents/guardians are encouraged to regularly check their child's hair and scalp and to inform the school if head lice are identified at home. This enables appropriate measures to be taken to reduce further spread within the school community.

Head Lice screening and notification is carried out under the guidelines of the The Infectious Disease Prevention and Control Unit (IDCU). Parents of students who are exposed will be informed that a case of head lice has been identified. The identity of the affected student will remain confidential.

References

The Infectious Disease Prevention and Control Unit (IDCU)

Outings Policy

Statement of Intent

The Early Years regards outings as an important part of the curriculum. All precautions must be taken to ensure outings are successful and rewarding.

Aim

Our aim is to plan stimulating outings which expand children's knowledge in a safe environment.

Method

- Parents are asked to sign a consent form before outings. Physical consent forms are then kept by the Head of Early Years for 2 scholastic years following the outing.
- Parents might be asked to accompany us on the outing to ensure a high adult to child ratio.
- Outings are recorded by the Head of Early Years.
- Staff take a mobile phone on outings, supplies of tissues, a change of clothes if necessary and a mini first aid kit.
- One trained first aider accompanies each group.
- Only venues and activities deemed safe for Early Years children will be used.



Behaviour Management Policy

Aim

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. This policy is to be read in addition to the [College Behaviour Policy](#).

Method

1. The College believes in promoting positive behaviour.
2. We aim to encourage self-discipline, consideration for others, our surroundings and property.
3. By praising children and acknowledging their positive actions and attitudes we ensure that we value and respect them.
4. Behaviour management solutions include; the acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their emotions. We believe this will support better appropriate responses.
5. Safety, care, and respect for each other are maintained through rules. Children who behave inappropriately, whether by physically hurting others (ex. Kicking or biting) or verbally hurting, may be removed from the activity or classroom under supervision. They will be given time to calm down and reflect upon their behaviour with some guidance from the supervising adult.
6. Parents will be informed if their child is persistently unkind to others or if their child has been upset. Parents may be asked to meet with staff and/or the Head of

Early Years to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between home and school.

7. We require all staff to use positive strategies (such as listed above) for handling any inconsiderate behaviour. These will be appropriate for the children's ages and stages of development.

8. We do not condone sending children out of the room by themselves alone or physical punishment, such as smacking or shaking, including threats of such action and/or making the children feel ashamed.

9. We do not condone the use of techniques to single out and humiliate individual children.

Staff of the Early Years Section are well aware of children's development and behaviour in line with their developmental age. Together with St Edward's College student support services and the parents, the staff will work to support children's positive behaviour and improvement where needed.

Early Years educators will input disciplinary notes as deemed necessary and appropriate. This would either follow an incident or at the end of the academic year should such behaviour not be corrected or improved. This will serve as MySchool documentation.

If parents have been consulted and a child's misbehaviour continues, causing physical harm and/or disruption to the learning of other children, the parents may be required to remove the child from college. This will be considered as a last resort following a number of discussions with the teaching teams and the parents.

By positively promoting good behaviour and valuing cooperation and a caring attitude we hope to ensure that children will develop as responsible members of society.

Maltese Language Policy

St Edward's College is an English-speaking school which uses the English Language as the language of instruction.

Aim

The aim of this policy is to promote bilingual development for our students to foster positive attitudes towards the Maltese language as well as the English language. We believe this policy will aid the development of the Maltese language competences within our Early Years section which will provide a later aid for the students' educative years.

Positive approaches towards languages has cognitive advantages which will in return provide increased opportunities for communication skills to flourish (Language Policy for the Early Years in Malta and Gozo).

Method

- Students, from nursery level, will be given the chance to develop an understanding of the Maltese language.
- Cognitive skills will be prompted with the use of acquiring new Maltese language vocabulary.
- Emphasis will be placed on understanding and vocabulary learning.
- Students will be presented with experiences to develop age-appropriate world understanding and progress in an active learning setting.

- SEC Early Years educators will convey a positive approach towards the use of the Maltese language with their students and build the children's confidence as bilingual learners.
- Attention will be paid to oracy development to encourage our pupils to learn new vocabulary through simple activities, discussions and storytelling sessions. This increases as the children progress through the years.
- The team will value that we are bilingual.



Progress Methods Policy

Aim

Our aim is to ensure constant progress and developmental achievements throughout our practice. We ensure that progress is appropriately noted and documented throughout the student's educative years at College. Progress methods vary according to the children's ages.

This policy is to be read in addition to the [College Assesment Policy](#).

Methods

- All Early Years teachers are to keep observational learning notes. These target anything that is noted throughout the days through observations or activities. These assist the teaching teams to later carry out their report feedback and/or writing.
- Nursery teachers have constant communication with parents and engage in informal and formal discussions with parents on the development of each child. There is also open communication through email (SEC email). Feedback is given this way and any progress and/or challenges are tackled this way also. Daily basic written feedback is also given through the Nursery app. This highlights the daily food intake, toileting, and incidents that might have taken place. In addition, they have two parental mornings per year whereby parents are invited to class to sit in an activity with their child. We believe that this way, the parents can get a clear idea of their child's abilities and daily routine. On such days the nursery teachers and parents have time to discuss their child's progress individually. Together with this, learning notes are used to document samples of activities as well as share photos identifying targeted aims and comments on the said activity/craft making via the app. Project folders are given out once during the second term and at the end of the school year for keeping.

- KG1 and KG2 teachers also have constant communication with parents either through meetings and/or through emails (SEC emails). In addition, they have formal parent's consultations with the rest of college twice a year. They also make use of the project folder system (as mentioned above). Additionally, they compile learning journals identifying each child's individual progress in the areas of development and outlined by the 5 Learning Outcomes Framework

- Year 1 and Year 2 teachers also have constant communication with parents either through meetings and emails (SEC emails). In addition, they have formal parent's consultations with the rest of college twice a year. They too implement the Learning Journal reporting as mentioned above. This will highlight tasks and abilities the pupil has acquired as well as special moments to be cherished. They also write a settling in and progress overview via MySchool during the first term.

The Early Years section does not believe in mark-giving at any point along the 5 years. Hence, no marks will be given to identify a child's progress or lack of. We do not believe that this notes a child's development and progress during his/her Early Years.



Parental Involvement Policy

Aim

We believe that children benefit most from Early Years education and care when parents and the staff work together in partnership. Our aim is to support parents as the child's first educators by involving them in their child's education.

Method

To fulfil this aim, we:

- Inform all parents about how the Early Years is run and its policies through access to written information and through regular informal communication. Moreover, information is shared through the SEC digital media which parents are referred to.
- Inform all parents on a regular basis about their child's progress. This involves frequent brief direct conversations with parents as well as parent meetings. Such instances enable a healthy discussion on the child's achievements and development.
- Involve parents in the shared record-keeping about their child – either formally or informally.
- Welcome the contributions of parents, in whatever form these may take
- Provide opportunities for parents to learn about the curriculum offered and about young children's learning, both in the setting and at home.

- Ensure parents are given policies, procedures and guidelines of the Early Years as appropriate.
- Ensure parents have the opportunity to be elected onto the Parent Association if they wish to.
- Hold other events at College during the year whereby parents are invited in to participate in an activity with their child. Such as, Sports days, Mother's/Father's/Grand friends day, concerts and so on.
- The Head of Early Years has direct contact with parents through information announcements shared frequently, emails, meetings and phonecalls.

Parental Complaints Policy

Aim

St. Edward's College believes that children and their parents are entitled to a superior service where their needs and wishes are met in a prompt and courteous manner. We welcome suggestions on how to improve our service. We anticipate that most concerns will be resolved in a timely manner through an informal approach. If this does not achieve the desired result, the following procedures are followed.

This policy is to be read in addition to the College Parents' Grievance Policy.

Method

1. Parents refer their complaint to the Head of Early Years.
2. The complaint is discussed in private.

3. If this does not have a satisfactory outcome or if the problem recurs, the complaint is made in writing to the Head of Early Years and copied to the Headmaster of the College.

4. Should the need arise, a meeting is held with the parents, Head of Early Years and the Headmaster.

5. Alternatively, the parents might wish to write to the Headmaster directly. The Headmaster will then report to the Head of Early Years as appropriate.

6. The Headmaster will take the final decision and inform the concerned parents and Head of Section.

7. Parents can additionally or alternatively submit their complaint to the Ministry of Education and Employment

(MFED, (<https://education.gov.mt>), tel: 2598 1424) or through the site

<https://education.gov.mt/en/childcareservices/Pages/Complaints-Procedure.aspx>

Personal information provided is protected and used in accordance with the Data Protection Act (CAP.440)



Staff Recruitment Policy

Aim

The primary aim of this recruitment policy is, to ensure a transparent and fair selection and hiring process that can assist in the hiring the best candidates on the basis of merit, skills, and the appropriate qualifications relevant to the position. The recruitment policy applies to all recruitment processes and shall be applied consistently at all times. Recruiting the appropriate staff is of fundamental importance for the continued success of St Edward`s College

Procedure

In order to successfully achieve this aim, the following procedure shall be followed:

1. Identification of vacancies by the Headmaster and SLT;
2. Headmaster with respective member/s of SLT shall draw up terms of reference for the identified vacancies;
3. Application calls for vacancies are prepared by the Human Resources Officer in conjunction with the Marketing and Communications Executive and published on The College' website as well as other media outlets selected by the Marketing and Communications Executive. Applicants are to provide a motivation letter, an updated CV, proof of all academic qualifications, and at least one referee;
4. After the closing date, all CVs received are filed and recorded;
5. CVs received for all teaching posts in all sections of the College, including LSE's and staff forming part of the Student Support Services Team, shall be sent to the Education Committee (EC) for short-listing;

6. CVs for administration/clerical vacancies shall be sent to the Bursar, who shall be responsible to forward them to Finance Committee (FC) for short-listing;
7. Within an established time-frame which must be kept to the minimum possible, the EC or FC, as the case may be, shall shortlist the CVs received and co-ordinate with the Human Resources Officer to set up interviews for the candidates they have short-listed;
8. The Human Resources Officer shall check all supporting documentation received from the shortlisted candidates and request any additional documents which may be required to continue with the selection process;
9. The EC and the FC, as the case may be, shall appoint one of its members to form part of the interviewing panel for each interview set up and shall make known such member to the Human Resources Officer;
10. Each interviewing panel shall consist of the following persons:
 - a. The Headmaster, or the Bursar in case of administration/clerical vacancies
 - b. A member of the Education Committee or Finance Committee, as the case may be
 - c. The relevant Head of Section or his/her delegate
 - d. The relevant Head of Department or his/her delegate
 - e. The Human Resources Officer or his/her delegate
11. Minutes shall be taken during each interview held, by the Human Resources Officer;
12. Upon completion of first round of interviews, the Interviewing Panel shall agree by majority, on the candidates that have successfully completed the first round and shall be called in for a second interview. The Interviewing Panel reserves the right to decide whether or not to hold a second round of interviews;
13. Prior to the holding of such second round of interviews, the Human Resources Officer shall contact all referees indicated by the candidates short-listed. If none have been submitted, the Human Resources Officer shall contact the applicant/s to provide such details;
14. As far as possible, the Interviewing Panel for the second round of interviews shall be composed of the same persons which carried out the first round of interviews;

15. Following the second round of interviews, the Panel shall decide if an offer shall be made to any candidates. If it is agreed that no offer be made, the Panel shall decide on whether a fresh advert for the same post shall be issued;
16. Prior to making an offer to a selected candidate, the Human Resources Officer will prepare the relative contract of employment which shall be reviewed by the Headmaster and the Bursar, for the remuneration package being offered;
17. The Headmaster or the Bursar will offer the position to the selected candidate;
18. Once a vacancy is filled, the Human Resource Officer shall inform all applicants, whether interviewed or otherwise, that the post has been filled;
19. The Human Resources Officer will complete the recruitment process as follows:
 - a. Request from the new employee the following:
 - i. Police conduct certificate issued within a month of the first interview
 - ii. Signed contract of employment
 - iii. Copy of identity card or passport
 - iv. Medical certificate issued by a General Practitioner`
 - v. Certified copy of all academic qualification certificates
 - b. Complete the following:
 - i. Relevant application forms (SEC application form, Notification of Employment form, Warrant application form)
 - ii. POMA
 - iii. Make sure that the necessary paperwork is followed through
 - iv. Notify the Education Department as required by law of the new employee, where applicable.

APPENDICES



INCIDENT SLIP

Dear Parents,

I would like to bring to your attention, the following Incident which involved your child today

Approximate time of Incident:

Date:

If you have any Queries, please do not hesitate to contact myself or the head of Early Years. Please sign and return this slip to your child's teacher.

Thank you

Class Teacher Signature

Parent's Signature



School Incident Report

Type of Incident (tick where applicable)

Safety Incident ☐ Click or tap here to enter text. (accidents/injuries, medical emergencies, weapon possession)	Emergency Incident ☐ (evacuation, lockdown, natural disaster, terrorism)	Behavioural Incident ☐ (bullying, sexual harassment, discrimination against race or gender)
Mental Health Crisis ☐ (harm to self or others, psychotic episode, suicide attempt or death by suicide, alcohol/drug intoxication)	HSE Incident ☐ (infectious disease outbreak, food poisoning, exposure to hazardous substances and/or contamination, injury on duty, fire)	Data Breach ☐ (hacking or unauthorised access, phishing, lost or stolen school devices, sharing of medical information to unauthorised individuals, exposure of records)

Section 1: Basic Information

Date of Incident	
Time of Incident	
Location of Incident	
Reported By	
Role/Position	

Section 2: Student/s Involved

Name of the Student/s (use the additional cells if more than 1)			
Age/s (use the additional cells if more than 1)			
Gender			
Class/Grade			

Section 3: Staff Involved

Name of the Staff (use the additional cells if more than 1)			
Role/Position			

Section 4: Other Witnesses (if applicable)

Name of the Staff (use the additional cells if more than 1)		
Role/Position		

Section 5: Description of the Incident

Section 6: Immediate Action Taken (e.g., separating individuals, providing first aid, contacting authorities/emergency, calling parents/legal guardians etc).

Communication with Parents/Legal Guardians

At what time were the parents/legal guardians informed?	
---	--

Signatures

Reported By	School Nurse	Head of Section/Headmaster



APPLICATION FOR ADMISSION

This is sent electronically by Admissions

1. Application for:

Nursery

☐

Middle School

☐

KG1

☐

Senior School

☐

KG2

☐

IB Diploma

☐

Junior School

☐

2. Boarding (for students 11+)

Yes

☐

No

☐

3. Child's Particulars

Name and Family Name

ID number / Passport Number

Date of Birth

Gender

Nationality

Student's Email

House Colour (Campbell, Congreve, Ducane)

Last School Attended

4. Parent 1 Particulars

Name and Family Name

ID number / Passport Number

Postal Address & Post Code

Gender

Nationality

Email

Phones

5. Parent 2 Particulars

Name and Family Name

ID number / Passport Number

Postal Address & Post Code

Gender

Nationality

Email

Phones

6. FOR NON-MALTESE APPLICANTS ONLY:

PARENTS MAY DECIDE TO ALLOW THEIR CHILDREN TO BE EXEMPTED FROM CLASSES IN PARTICULAR SUBJECTS OF WHICH THEY HAVE NEVER FOLLOWED THE CURRICULUM (FOR A MAXIMUM OF TWO SUBJECTS). THEY CAN ONLY BE EXEMPTED IF THEY HAVEN'T FOLLOWED THE CURRICULUM FOR THE LAST TWO YEARS OR LESS.

I AGREE TO EXEMPT MY CHILD FROM CLASSES FOR SUBJECTS WHICH THEY HAVEN'T FOLLOWED THE CURRICULUM OF DURING THE LAST TWO SCHOLASTIC YEARS. ☐

I UNDERSTAND THAT THE MALTESE EXAMINATION IS REQUIRED AT SIXTH FORM LEVEL AND UNIVERSITY LEVEL IF A STUDENT HAS SPENT MORE THAN 2 YEARS IN MALTA. ☐

7. Connection with St Edward's College

Child of former pupil

☐

Year of graduation of former pupil

Sibling of present pupil

☐

Name of sibling

Sibling of former pupil

☐

Name of former pupil

Year of graduation of former pupil

8. How did you hear about the college?

9. Registration Fee

Nursery KG1, KG2

☐

From Year 1 to Year 11

☐

Child of Old Edwardian (1st Child)

☐

Child of Old Edwardian (2nd Child and subsequent)

☐

Sibling at College

☐

Boarding

☐

10. Invoice Payer's email

(Please note that all invoices and receipts will be issued on this email and no other)

For Office Use Only

Application / Account Number

Accounts Clerk's Signature



Health Form

Our own First Aiders may be called upon to administer First Aid when an accident occurs, or to take a student to the local Polyclinic or to Hospital.

THESE ACTIONS ARE ONLY TAKEN UPON APPROVAL OF GUARDIANS.

We will always endeavour to contact parents if ever any treatment is required, but the College needs to be prepared to act without delay in the students' best interest in case of emergency.

Parents are therefore asked to complete and return this form and to inform the Admissions Office by email if there is any change in circumstances.

By Maltese law the following vaccinations are compulsory for all international students:

- 3 doses of diphtheria
- Tetanus
- Polio

Declaration of Consent

I hereby consent to the student named below receiving emergency treatment by medical professionals and certified first aiders. I have listed all known medical conditions (eg Diabetes, asthma, epilepsy, etc) and allergies. **This consent is valid for the duration of the student's stay at St Edward's College unless repealed in writing.**

Name of student

Medical Conditions

Allergies

Date

Signature of Parent / Guardian

ID Card / Passport number



Emergency Consent Form

Student's Name	
Date of Birth	
Student ID number/Passport Number	
Father's Full Name & Surname	
Mother's Full Name & Surname	
Postal Address	
Phone/Mobile	
Allergy/Medical Condition	

If your child needs emergency medical care and you aren't available to give formal consent to medical authorities, care may be unnecessarily delayed.

Declaration of Consent

The undersigned give permission to the Headmaster or School Authority to make arrangements for medical attention to be given to my child in the event of an emergency without the necessity of my prior approval. They understand that they will be notified by the quickest means possible if this authority is exercised. They hereby authorise the relevant authorities to proceed with emergency medical and/or surgical treatment that the child in their care and custody may require during their absence, if and until they are temporarily unavailable.

Signature of Parent 1/ Guardian1

Signature of Parent 2/ Guardian 2

Date



Parent / Guardian Consent Form

For student support

St Edward's College is committed to providing quality education to its students. In an effort to achieve this goal, school staff or parents/guardians may refer students to one of our Student Support Services staff members. The aim of this service is to help students have a more effective education and socialisation within the school community. In today's world, young people are bombarded by worries and stresses, therefore at St Edward's College, we offer support for coping with changes, self-esteem, friendship and relationship issues, study skills, stress management, fears or worries, academic progress, conflict resolution, social skills, adjustment to school or culture, etc.

To maximise support, your permission is requested for your child, (Name)
(ID card number) and DOB to attend one to one sessions with one of our student support team members should the need arise. I also agree that they participate in student support sessions as needed. I understand that anything that my child shares will be kept confidential except in the above-mentioned cases

These sessions are based on a trusting relationship between the staff member and student. Because of this, the staff member will keep information shared by the student confidential except in certain situations in which an ethical responsibility limits confidentiality. You will be notified under the following circumstances:

1. The student reveals information about hurting himself/herself or another person.
2. The student or another person may be in physical danger.

Both parents/guardians MUST sign and return this consent form for it to be valid. This consent will be on file throughout the time that your child attends St Edward's College. You may revoke this consent in writing at any time.

Signature of Parent 1/ Guardian 1

ID Card / Passport Number

Date

Signature of Parent 2/ Guardian 2

ID Card / Passport Number

Date



Child Collection Form (online)

This application may be viewed [here](#)

Early Years' Media Sending Consent (Online)

This application may be viewed [here](#)

Invitations Consent Form

This application may be viewed [here](#)

Early Years' Changing Permission

This application may be viewed [here](#)