
Politica scolastica

ADMISSIONS POLICY

Statement of Intent

It is our intention to make our setting accessible to children and famiglie from all sections of the local community

Aim

We aim to ensure that all sections of our community have access to Little Genius International through open, fair and clearly communicated procedures.

Methods

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

- We ensure the existence of our setting is widely advertised in places accessible to all sections of the community.
- We ensure that information about our setting is accessible, in written and spoken form from and where appropriate in more than one language. We arrange our waiting list on a first come first served basis. In addition our policy may take into account siblings already attending Little Genius

International.

- We describe our setting and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other careers, including child-minders.
- We describe our setting and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion, ethnicity or from English being a newly acquired additional language.
- We make our equal opportunities policy widely known
- We are flexible within reason about the attendance patterns to accommodate the needs of individual children and families.

SETTLING-IN POLICY

Statement of intent

We want children to feel safe, stimulated and happy in Little Genius International and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well being and their role as active partners with Little Genius International.

Aim

We aim to make Little Genius International a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children

and their families.

Methods

Before a child starts to attend Little Genius International, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within Little Genius International, and a welcome breakfast.

- Before a child is enrolled, we provide opportunities for the child and his/her parents to visit Little Genius International.
- When a child starts to attend, we explain the process of settling-in with his/ her parents and jointly decide on the best way to help the child to settle into Little Genius International.
 - We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/ she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.

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- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.

 - We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left, so we expect that the parent will honour the commitment to stay for at least the first week.

 - We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from school.

 - We reserve the right not to accept a child into Little Genius International without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.

HEALTH AND SAFETY POLICY

Statement of intent

Little Genius International believes that the health and safety of children is of paramount importance. We make our school a safe and healthy place for children, parents, staff and volunteers.

Aim

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

Methods

Our staff regularly undergo training regarding health and safety issues (fire prevention, first aid,

HACCP training) in order to conform to legal requirements for the protection of all persons on the school premises.

Risk assessment

Our risk assessment process includes:

- checking for hazards and risks indoors and outside, and in our activities and procedures. Our assessment covers adults and children;
- deciding which areas need attention; and
- developing an action plan that specifies the action required, the timescales for action, the person responsible for the action and any funding required.

We maintain lists of health and safety issues, which are checked:

- daily before the session begins;
- weekly; and
- termly - when a full risk assessment is carried out.

Insurance cover

We have public liability insurance and employers' liability insurance.

BEHAVIOUR MANAGEMENT POLICY

Statement of intent

Little Genius International believes 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.

Aim

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

Methods

We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. In small settings this may be shared between co-staff.

- We have a named person who has overall responsibility for issues concerning behaviour.
 - We require the named person to:
 - keep her/himself up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
 - access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development ; and to
 - check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of Little Genius International.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating

children, parents and one another with friendliness, care and courtesy.

- We familiarise new staff and volunteers with Little Genius International's behaviour policy and its guidelines for behaviour.
- We expect all members of Little Genius International - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.

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- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
 - When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
 - We never send children out of the room by themselves.
 - We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
 - We do not use techniques intended to single out and humiliate individual children.
 - We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
 - Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of Little Genius International leader and are recorded in the child's personal file. The child's parent is informed on the same day.
 - In cases of serious misbehaviour we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
 - We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to

plan to carry out a premeditated intent to cause distress to another. Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
 - we explain to the child doing the bullying why her/his behaviour is not acceptable;
 - we give reassurance to the child or children who have been bullied;
 - we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
 - we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

FOOD AND DRINK POLICY

Statement of intent

Little Genius International regards snack and meal times as an important part of Little Genius International's session/day. Eating represents a social time for children and adults and helps children to learn about healthy eating

Aim

At snack and meal times, we aim to provide nutritious food, which meets the children's individual dietary needs.

Methods

- Before a child starts to attend Little Genius International, we find out from parents their children's dietary needs and preferences, including any allergies.
- We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up to date. Parents sign the up-dated record to signify that it is correct.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
 - We plan menus in advance, involving children and parents in the planning.
 - We display the menus of meals/snacks for the information of parents.
- We provide nutritious food at all meals and snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
 - We include a variety of foods from the four main food groups:

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- meat, fish and protein alternatives;
 - dairy foods;
 - grains, cereals and starch vegetables; and
 - fruit and vegetables.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
 - We organise meal and snack times so that they are social occasions in which children and staff participate.
 - We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
 - We provide children with utensils that are appropriate for their ages and stages of development.
 - We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the session/day.

COMPLAINTS PROCEDURE

Statement of intent

Our setting believes that children and parents are entitled to expert courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate members of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns.

Aim

We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

Procedure

Communicate any complaint regarding your child's education or the service in general to Management of the School using the form provided on line through the links: <http://bit.ly/1fubiWu>
You will receive a response within 48 hours.

The principal will give you a time line within which:

- A) the problem will be resolved
- B) the matter will be observed to obtain further information with an appointment set towards a resolution of the problem

PRIVACY POLICY

Informativa ai sensi dell'art. 13 del Codice in materia dei dati personal (d. Igs n. 196/2003)

Ai sensi dell'art. 13 del Igs. n. 196/2003 (di seguito Codice), ed in relazione ai dati personali di cui la scuola Little Genius International entrerà in possesso con l'iscrizione di suo/a figlio/a, La informiamo di quanto segue:

1. Finalità del trattamento dei dati

Il trattamento è finalizzato unicamente alla corretta e completa acquisizione dei dati necessari per

l'iscrizione e per l'acquisizione di quelle informazioni necessarie per un corretto espletamento dell'attività didattica

2. Modalità del trattamento dei dati

- a) Il trattamento può essere svolto con o senza l'ausilio di strumenti elettronici o comunque automatizzati;
- b) Il trattamento è svolto dal titolare e/o dagli incaricati del trattamento.

3. Conferimento dei dati

Il conferimento dei dati personali comuni, sensibili e giudiziari è strettamente ed esclusivamente necessario ai fini dello svolgimento delle attività di cui al punto 1.

4. Rifiuto del conferimento dei dati

L'eventuale rifiuto da parte dell'interessato di conferire dati personali nel caso di cui al punto 3 comporta l'impossibilità di adempiere alle attività di cui al punto 1.

5. Comunicazione dei dati

I dati personali possono venire a conoscenza degli incaricati del trattamento e possono essere comunicati per le finalità di cui al punto 1 ai collaboratori esterni, a tutti quei soggetti pubblici e privati cui la comunicazione sia necessaria per il corretto adempimento delle finalità indicate nel punto 1.

6. Diffusione dei dati

I dati personali non sono soggetti a diffusione

7. Trasferimento dei dati all'estero

I dati personali possono essere trasferiti verso Paesi dell'Unione Europea e verso Paesi terzi nell'ambito delle finalità di cui al punto 1.

8. Diritti dell'interessato

L'art. 7 del Codice conferisce all'interessato l'esercizio di specifici diritti, tra cui quello di ottenere dal titolare la conferma dell'esistenza o meno di propri dati personali e la loro messa a disposizione in forma intellegibile; l'interessato ha diritto di avere conoscenza dell'origine dei dati, della finalità e della modalità del trattamento, della logica applicata al trattamento, degli estremi identificativi del titolare e dei soggetti cui i dati possono essere comunicati; l'interessato ha inoltre il diritto di ottenere l'aggiornamento, la rettificazione e l'integrazione dei dati, la cancellazione, la trasformazione in forma anonima o il blocco dei dati trattati in violazione della legge; il titolare ha il diritto di opporsi, per motivi legittimi, al trattamento dei dati. Avendo la scuola adempiuto agli obblighi di cui alla certificazione Pec legge 28/01/2009, si autorizza la stessa scuola all'invio via email della documentazione probatoria di natura fiscale ovvero di comunicazioni di natura amministrativa. La Vs e-mail di riferimento è la seguente: info@littlegenius.it

10. Titolare del trattamento

Titolare del trattamento è la Sig.ra Ruhma Yusuf Rinaldi

PARENTAL INVOLVEMENT POLICY

We believe that children benefit most from early years education and care when parents and schools work together in partnership.

Our aim

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of Little Genius International. We also aim to support parents in their own continuing education and personal development.

Method

In order to fulfil these aims we:

- are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families;
- inform all parents about how Little Genius International is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them;
- encourage and support parents to play an active part in the governance and management of Little Genius International;
 - inform all parents on a regular basis about their children's progress;
- involve parents in the shared record keeping about their children - either formally or informally -

and ensure parents have access to their children's written developmental records;

- provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of Little Genius International;
 - inform parents about relevant conferences, workshops and training;
 - consult with parents about the times of meetings to avoid excluding anyone;
- provide information about opportunities to be involved in Little Genius International in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language;
 - hold meetings in venues that are accessible and appropriate for all;
 - welcome the contributions of parents, in whatever form these may take;

EQUALITY AND DIVERSITY POLICY

Statement of intent

Little Genius International is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families.

Aim

We aim to:

- provide a secure environment in which all our children can flourish and in which all contributions are valued;
- include and value the contribution of all families to our understanding of equality and diversity;
 - provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting

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equality and valuing diversity; and

- make inclusion a thread that runs through all of the activities of Little Genius International.

Methods

Admissions

Little Genius International is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
 - We provide information in clear, concise language, whether in spoken or written form.
 - We provide information in as many languages as possible.
 - We base our admissions policy on a fair system.
 - We ensure that all parents are made aware of our equal opportunities policy.
 - We do not discriminate against a child or their family, or prevent entry to Little Genius International, on the basis of colour, ethnicity, religion or social background, such as being a member of a travelling community or an asylum seeker.
 - We aim to develop an action plan to ensure that people with disabilities can participate successfully in the services offered by Little Genius International and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly racist insignia, distribution of racist material, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Curriculum

The curriculum offered in Little Genius International encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking. We do this

by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- recognising the different learning styles of girls and boys, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities;
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
 - celebrating a wide range of festivals;
 - creating an environment of mutual respect and tolerance;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to Little Genius International.
- We encourage parents/carers to take part in the life of Little Genius International and to contribute fully.
- For families who speak languages other than English, we will develop means to ensure their full

inclusion.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of Little Genius International.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about and access to the meetings.