



Three Little Ships

International Preschool

Pedagogical policy

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Introduction

In September 2006, Lighthouse Special Education (hereafter LSE) founded the preschool Three Little Ships (hereafter TLS).

Before September 2016, young children with special needs had applied to join the Lighthouse school, but could not be accommodated because they were under 4 years of age. In setting up TLS, the objective was to establish an inclusive group of children, where typically developing children and those with additional needs would learn together. In this inclusive setting, very young children with additional needs could be offered the best opportunities to learn from typically developing role models, and typically developing children could benefit from a structured and planned learning environment as well as learning to accept each other's differences. An initial positive experience of an inclusive playgroup had already taken place in 2005 in cooperation with 2Samen.

In establishing the TLS pre-school the following were considered:

- Children between 2½ and 4 years of age with learning and developmental challenges (such as Down Syndrome, Autistic Spectrum Disorder, speech and language disorders, behavioural disorders, attention problems) were unable to join the Lighthouse school because they were too young. They were unable to join other mainstream international schools in The Hague because of the schools' lack of expertise or resources. The only alternative for these children was placement in a Dutch special needs day care facility. However, the families were generally temporarily in The Netherlands and the Dutch language was inappropriate to the children. Many of these children ended up staying at home without any form of assistance or education.
- There was a high demand for English preschool places for typically developing children from 3 ½ to 5 years of age as, at the time, the international schools in The Hague were not offering school places to children before the September of the year in which they reached the age of 4.
- Early intervention is essential for the learning and development of children with additional needs.
- The curriculum would be based on best international practice for preschool classes. In addition to this curriculum, the children with additional needs would each have their own Individual Education Plan (IEP) which would address their individual learning needs.
- Parents who were consulted were positive about the formation of an inclusive preschool group.

Three Little Ships differs from other preschools in a number of ways:

- The children attend the preschool for 4½ school days a week.
- Almost all the children attend the school for one year before transferring to other international primary schools. Consequently the composition of the group remains fairly stable throughout the year.
- English is the medium of instruction in our preschool class.
- The maximum size of the class is 16 children and typically includes 5 children with additional needs.
- The ratio of classroom staff to children is high, aiming for 3 adults to 16 children.

Mission Statement of HSV

The TLS preschool is part of the organisation of the Haagsche School Vereeniging. The mission statement of the HSV is: 'Global citizenship, lifelong learning'.

HSV has four core values: Respect, Connectivity, Responsibility, Safety.

Mission of TLS

The mission of TLS is to offer international expatriate children, both with and without additional needs, an optimal inclusive learning environment where the children can develop and learn together at their own pace.

Vision Statement

Three Little Ships provides a positive and secure learning environment for all children. Within the learning environment, we accept and respect all children the way they are, recognising each person as unique. Opportunities for play, creativity and positive experiences are fundamental to the TLS planning in the moment pedagogy. TLS believes strongly in the importance of trust, tolerance, acceptance, individual attention, support, challenge and encouragement.

Pedagogical objectives

The Dutch law on pre-school education (Wet Innovatie en Kwaliteit Kinderopvang) states: “Responsible preschool education contributes to a good and healthy development of the child in a safe environment”. The law specifies four development objectives which are based on research of Mrs. M. Riksen-Walraven¹.

1. Providing a feeling of emotional security.
2. Stimulating personal competencies.
3. Stimulating social competencies.
4. Socialisation: offering (cultural) rules, norms and values.

The HSV organisation feels that the words 'nurturing', 'encouraging' and 'modelling' will best describe children's development in relation to these areas. Therefore, the four developmental objectives based on research of Mrs. M. Riksen-Walraven will be described as follows:

1. Providing a feeling of emotional security.
2. Nurturing personal qualities and skills.
3. Nurturing social qualities and skills.
4. Socialisation: encouraging and modelling (cultural) rules, norms and values.

The way in which TLS pursues the pedagogical objectives is set out below.

1. Providing a feeling of emotional security

Having emotional security is one of the basic human needs of any child. It is even more important for children who move on a regular basis because of the expatriate lives of their parents.

In TLS a feeling of security is created by and maintained through:

- a consistent team of teaching assistants. All the staff are qualified to work with typically developing children in day care settings and all staff also have experience of working with children with additional needs. Some staff also have extra qualifications in working with children with additional needs.
- a stable group of children of more or less the same age that generally remains the same throughout the school year.
- an identified place for each child in the group. This is reinforced by children having their own labelled place to hang their coat and their own box for storing their belongings.
- a well-organised classroom with various areas for learning through play. (E.g. role play, mark-making, sand and water play, construction, book corner etc).
- displaying the routines of the day in the class through a visual schedule and supported by a visual cue card: First, next and then. (For children with additional needs and children with less English or understanding).
- clear rules on how to interact with each other and with the environment. These are displayed inside the class and in the corridor in pictures and words. Some of these rules are emphasised by the use of songs e.g. Clean up Song. Others are emphasised through using the materials of PBS (Positive Behaviour Support) of which the core values are: *“Be respectful, be safe, be responsible”*.

¹ Riksen-Walraven, M. (2004). 'Pedagogische Kwaliteit in de kinderopvang: doelstellingen en kwaliteitscriteria'. In: IJzendoorn, R. van, Tavecchio, L., Riksen-Walraven, M., *De Kwaliteit van de Nederlandse Kinderopvang* (pp 100-124). Amsterdam: Boom.

- a strong link between the preschool and the parents. Parents and their children are met at the school gate and the child is accompanied inside by a staff member. Parents are encouraged to share information about special events that happen at home. Staff verbally share important information about events during the school day as parents collect their children. Communication via email or the Seesaw app (message function) are used if parents need to inform the teaching team of any concerns or updates. If parents or staff have a more serious concern about a child then an appointment is made to discuss this sensitively, without the child being present. A weekly newsletter is sent via the HSV school app to parents including photos/videos of the children's experiences through the week. There is also a weekly message for all the parents of HSV from our Head of School. In addition, the weekly communication through Seesaw documents highlights the individual children's learning journeys.
- the preschool coordinator and the child's designated mentor meet with the parents after the child has been at school for 6 weeks to discuss how they have settled in and to discuss any concerns (from both sides) when necessary.
- the next parents' conference to update parents on their child's progress is held in March.
- should parents or staff members need extra meetings concerning the children's development/progress these can be arranged.
- open mornings are held during the year for parents to learn more about the pedagogical programme and the materials used in the classroom. Before children start at the preschool, the parents are invited to an induction morning when they are given information about the preschool and they can visit the classroom with their child. At the end of the school year a written report of their learning is given to parents.
- trail morning/s for all children to see if TLS is the right place for their learning journey.

2. Nurturing personal qualities and skills

The development of personal qualities and skills such as resilience, independence, self-confidence, flexibility and creativity enables children to cope with all sorts of challenges and adapt successfully to changing circumstances. Children develop these qualities and skills through playing and investigating their environment.

In TLS personal qualities and skills are stimulated by:

- planning in the moment²- This is an educational pedagogy that is child led. (See Ch Planning in the Moment (page 10).
- the organisation of the classroom and outside learning space which combines structured activities (such as circle times, library visits, gym lessons and snack and lunch times) and open-ended play opportunities (such as construction, small world and sensory play) and free flow (opportunities to play solely in the class or corridor and class, or class, corridor and outside in the TLS/IDF designated play area).
- the educational materials that are available in the preschool are appropriate to the age and developmental level of the children. Technology such as beebots, and a Smart board are used to enhance children's learning, when appropriate.
- the staff members are skilled in encouraging and developing children's play and investigation skills.
- the children are given the time and space to initiate and develop their activities, while being facilitated by the staff members to challenge themselves to develop their ideas further.

² Anna Ephgrave, Planning in the moment with Young Children.
 TLS Pedagogical policy

- flexible groupings so that children can choose familiar peers to play and to investigate with but are also encouraged to build new relationships.
- a safe and supportive environment in which children are given opportunities to resolve challenges on their own or with others. It is through having opportunities to win and lose, to problem-solve in difficult situations, to explore and expand boundaries, to challenge themselves to try new things, that children learn what they can do and who they are.
- staff members pay attention to what the children are able to do independently and stimulate further independence in a phased and supportive manner.
- the self-help skills of eating and drinking and personal hygiene are practised daily. Children are encouraged to be as independent as possible and are facilitated only when necessary, practising the skills learnt.
- the development of children's self-confidence through verbal praise. Every child is encouraged to be proud of his/her own achievements, including small steps such as fastening up a coat, finishing a meal, completing a puzzle or building a tower.
- the staff members offer a great variety of activities and opportunities to play in different situations, such as 1:1 with an adult, in pairs, in small groups and with the whole class. Group games, fantasy games, drama and imitation all provide excellent opportunities for children to develop their personal competencies.
- the development of the personal competencies of the children with additional needs may be at a different pace to that of their typically developing peers and may be limited by their personal challenges. The Individual Educational Plan (IEP) defines personal goals for these children and the staff members ensure that activities are made appropriately accessible to the children with special needs.
- six different areas of focus are distinguished in TLS and those are communication and language, literacy, personal, social and emotional development, physical development, mathematics, understanding the world and expressive arts and design.³

3. Nurturing social qualities and skills

Social qualities and skills include the ability to consider another person's point of view, to communicate, to cooperate, to assist with others, to prevent and solve conflicts and the development of social responsibility. Being part of a group and having opportunities for interacting with peers are important in the development of social qualities and skills. Social qualities and skills are also developed by working cooperatively with others, by waiting for a turn in a game and by helping others.

The Three Little Ships preschool offers many opportunities for social interactions in different ways:

- the staff members provide activities in flexible groupings. Sometimes the groups are selected by the staff members and sometimes the children choose their own groups.
- children play in large and in small groups with their peers. Children from the International Department, Foundation and Reception classes join in outside free flow and playtimes with extra supervision.
- the presence of children with additional needs in the same preschool class offers a unique possibility to learn skills for helping each other.
- the children have the opportunity to see themselves as part of a larger group through whole class routines such as circle time, snack and lunch times.

³ EYFS Development Matters Three and four-years-olds (Prime Areas / Specific areas) GOV.UK

- the staff members stimulate positive interactions between the children, supporting them when necessary. Children are encouraged to resolve their conflicts, with support if necessary and are given help in preventing conflict from reoccurring.
- the staff members model positive interactions between themselves and with the children, providing a good example for children to imitate.

4. Socialisation: Encouraging and modelling (cultural) rules, norms and values

Joining the Three Little Ships preschool may give children the first opportunity to meet children from different family backgrounds. Parents of children in preschool have many different nationalities and cultures. They may also have different values (beliefs) and norms (behaviours) from each other and may have different ideas about upbringing.

The school is based on Western European norms of upbringing and education. The children are taught that the preschool has its own rules, which may sometimes be different from those at home. The preschool aims to prepare the children to take their place in an international school community. The preschool also plays a role in informing the parents about international school expectations, creating a bridge between home and (future) school.

The following values (beliefs) and norms (behaviours) are important for the pre-school and are taught to the children:

- Respect: celebrating differences.
- Equality: treating everyone fairly and ensuring they can participate fully.
- Solidarity: listening to each other, showing interest and appreciation of others.
- Honesty: being fair.
- Justice: resolving conflicts and making amends when things go wrong, with facilitation.
- Consideration: not hurting each other.
- Environmental respect: looking after the classroom and its equipment and playground.

Staff members have an important role in creating a classroom atmosphere where these norms and values are put in practice. Through watching the behaviour of the staff members, the children learn positive, friendly and open ways of engaging with each other.

Inappropriate behaviour is dealt with in an age-appropriate way. Simple language is used to explain why. The child may be offered a short time in a quiet place to calm down and reflect on his/her behaviour. For children who demonstrate particularly difficult behaviour, a behaviour plan may be drawn up and discussed with the parents and consistently carried out by all adults in the child's life.

Planning in the moment

Here the child is free to interact with the environment on their terms - following their interests and intrinsic needs. The teachers become observers of the children ready to enhance their learning by posing open-ended questions and facilitating the next steps of their learning journey. In this way the children's levels of involvement rise⁴.

Planning in the moment includes three steps:

- **The Child's Spark** – This is when the child first shows an interest in something. There should be an air of fascination around the object and concentration in what they are now doing.
- **The Teachable Moment** – The teacher will notice this and approach the child. This is the opportunity to extend their interest, by asking open-ended questions and considering ways to apply this interest to other options within the environment.
- **The Documentation** – At a later date, we document the observation. This will help to map out each child's interests, and plan an environment that works for them all.

Development matters

Six different areas of focus are distinguished. Regular meetings of the staff members ensure that children's individual needs are responded to (In line with the Developmental Matters norms) and that adaptations to the environment can be made effectively and efficiently.

1. Communication, Language and Literacy

The children in the preschool speak a variety of languages at home. It is important for the children to learn to understand and speak English, as they are most likely to continue their education in English-medium international schools. Language learning is a fundamental part of the curriculum for all the children.

- Spoken language: new vocabulary is taught throughout the day using visual materials, props and story books, role playing and by following the child's lead. Common phrases are modelled frequently by the staff members for children to imitate.
- The different areas of the classroom (e.g. mark-making, book corner) provide the children with exposure to new and exciting language that they can use to express their learning. This enables the children to develop their skills of recounting events, retelling stories and predicting the future.
- In every area there are books to be found enriching the children's experiences and challenging their knowledge.
- An awareness of written language is developed through the children seeing words around the classroom (names on the door, signage) and sharing story books. Pre-writing skills are encouraged and developed through lots of fine motor activities and early mark making. Where children show an interest in letters, they are encouraged to explore these through a variety of age-appropriate materials.
- The preschool has a well-stocked book corner and at school there are two libraries where the teachers and children can borrow from.
- Each week the children go to the school library, read a story and choose a book to take home with them.

⁴ The Leuven Scale for Involvement, Ferre Laevers.
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- For typically developing children, the goal is to be able to communicate in English at the level required for entry to primary school.
- For the children with additional needs, the goal is for them to develop their language and communication skills as successfully as possible. For some children, this may mean learning to use alternative communication strategies such as sign language (MAKATON) or pictograms (PECS).

2. Personal, Social and Emotional Development

These areas have been described in more detail in the previous sections 'Pedagogical objectives: Nurturing personal qualities and skills and Nurturing social qualities and skills.'

3. Physical and (sensory) Development

Physical and sensory development skills include both gross and fine motor skills, and the development of the senses: feeling, smelling, tasting, hearing and seeing. It is important that children have opportunities to play inside the class, outside in the playground and inside in a gym to learn, develop and practise these skills.

- Gross motor skills include walking, running, climbing, throwing balls, kicking balls. Using games, the children are stimulated to move in a variety of ways, for example "Animal walks". A variety of bicycles and manipulative materials are provided outside. The gym is equipped with climbing frames, a swing, and various other materials which allow the children to explore different movements.
- Fine motor skills include drawing, colouring, cutting, modelling, puzzles, threading/sewing skills and planting. Including all practical life skills, for example fastening zips and buttons on clothes and doing up shoes, but also opening lunch boxes and drink beakers etc.
- Sensory development includes developing an awareness of different sounds, tastes and feelings through exploring different media and materials. This is particularly useful for the children with additional needs, to explore but also to calm them.

4. Mathematics

Mathematical skills and language are fundamental to problem-solving and critical thinking. Mathematical concepts are taught as part of the routines of the day. The children are stimulated to use mathematics in their own chosen play activities, for example, when playing in the home corner, counting how many plates and cups they need to lay the table for everyone.

Mathematical skills include:

- a sense of number. Activities are provided so that children can learn to count by rote, (For example number rhymes and songs, how many jumps on a trampoline etc).
- mathematical language. Through classroom activities, children are exposed to mathematical vocabulary such as 'more' and 'less'; 'big' and 'small'. They also learn concepts that describe relative positions such as 'in', 'on', 'under'.
- explore comparisons relating to size, length, weight and capacity.
- the children develop the ability to recognise different shapes and patterns in their environment and to understand the properties of these shapes and patterns through exploration.
- discuss routes and locations, using words like 'in front of' and 'behind'.

5. Understanding of the world

Children are naturally curious about themselves and their world. The children in TLS come from many different countries and cultures and this gives the pre-school exciting learning opportunities for children to develop an interest in the lives of others and to develop understanding and tolerance. This curriculum area is taught in the following ways:

- the materials are selected to reflect different aspects of understanding the world and have historical, geographical and scientific themes.
- important events in the families of other children are discussed in the pre-school in an age-appropriate way and may be in small groups or with the whole class. Children are encouraged to talk and role-play any worries they may have about changes in their family such as a parental business trip, a new baby or moving house.
- religious celebrations are explained from the children's own experiences. This may include Christmas, Diwali, Ramadan and Passover.
- a daily circle time offers an opportunity to introduce new vocabulary to help in developing an understanding of the world. During circle time many different subjects will be discussed, which enable the children to get to know and understand the world around them.
- activities that allow for the exploration of the world, both inside and outside the classroom are available.
- we go for nature walks, playground visits and on a big day out each year (together with IDF and IDR).

6. Expressive Arts and Design

The creative process is more important than the end result. The creative expression of the children often reflects their interests, and their development, as they explore new ideas, practise vocabulary and reinforce their own learning. Self expression is encouraged in a number of different ways:

- Drama which includes fantasy games, role play, dressing up and acting. The role play area caters to the children's developing interests and needs and changes accordingly.
- When children story tell about their constructions or pictures this is recorded by a staff member and acted out on a taped off stage at circle time with the whole group. (Helicopter stories)⁵
- Art and craft activities include drawing, painting and modelling. A wide range of materials are provided, which offer children open-ended opportunities for creative development and fantasy. These include junk modelling (packing materials and boxes), natural materials (leaves and shells,) and construction material (building blocks and Lego), clay and playdough etc.

Learning outside the classroom

The preschool children have access to the international school facilities. They visit the mini-gym once a week and the large gym for a lesson with our trained gym teacher also once a week. The children also visit the library in the school once a week: They choose a book to take home to read and share with their parents and siblings and return it a week later.

The Three Little Ships team believes that outdoor learning both in and outside school is vital to the development of the child. In 'Planning in the moment', free flow opportunities arise at different times of the day when the children can choose where they play; in the class, corridor or outside on the TLS / IDF playground. A safe outdoor environment has been created with the specific

⁵ Vivian Gussin Paley and Trisha Lee (<https://helicopterstories.co.uk/>)
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needs of preschool children in mind. This area is fenced off from the main school playground for safety and includes a small house with a slide and a diverse assortment of outdoor materials. This area is shared with other school-aged children (IDF) and sometimes it is only for the preschool children. The adults move around on the playground so that all the children are constantly in view.

School trips are planned across the year. Before children go on a trip, a Risk Assessment form is completed by the preschool coordinator and approved by the Head of School. On a school trip, the children wear fluorescent jackets so that they can easily be seen. The contact details of the school and of all the parents are carried by the coordinator. They also carry a mobile telephone and a first aid box. On a school trip, the ratio of adults to children is a minimum of 1:4. Additional adults may accompany the children to assist those children with additional needs.

Tracking pupil progress

Mentor

Each child is assigned to a mentor during their time in the TLS classroom. A notice on the parents' noticeboard and via email informs the parents of the mentor assigned to their child. The mentor tracks the child's development through Development Matters and is responsible for communicating the progress of the child (at parent conferences), or any concerns, to the parents and preschool coordinator.

Assessment

The staff members complete an early years developmental assessment (three times per school year) of each child. The assessments are completed approximately around October, February and June. Verbal feedback is given to the parents in a 10-minute meeting after the October and February assessments. At the end of the school year, each child will receive a written progress report reflecting the final assessment and describing the development of their time in the TLS class.

Children with additional needs

The Three Little Ships has a lot of in-house expertise regarding the development and behaviour of children; many of the staff are trained and/or experienced in working with children with additional (learning) needs. If there are concerns about a child's development or if a learning disorder is suspected, then the child can generally stay in the Three Little Ships preschool while assessment and initial therapy takes place.

Assessment

Similar to typical developing peers, children with additional needs are also assigned to a mentor during their time in the TLS classroom. The parents will be advised by the staff about any concerns regarding their child. They will be put in touch with the therapists who work in the school who are able to carry out observations and assessments. There is a child psychologist attached to the school who can also be consulted. The preschool tracks children with additional needs in a more detailed and structured manner using the program Learning ladders. Parents are informed of any concerns as they arise. Parents are given the opportunity to attend 2 meetings of approximately one hour - one in the autumn and one in the spring - to discuss their child's development and progress. The staff members work on the IEP (Individual Education Plan) goals on a daily basis with the children with additional needs to ensure that goals are being met and progress is being tracked carefully.

Planning for Additional Needs

The preschool's multi-disciplinary team meets with the parents and, under the direction of the Leader for Learning Coordinator (Intern Begeleider), draws up an IEP. The goals of the therapists who are involved with the child are included in this plan and staff are advised as to how they can support the work of the therapist. IEPs are evaluated and updated twice a year.

Sometimes parents are referred to other organisations for specialist assessment or for support in the home, such as the Centrum Jeugd en Gezin, Centrum voor Autisme, Kentalis, de Opvoedpoli, Banjaard, Stichting REACH.

Future schooling

Many of the children transfer to local international schools. These schools send requests to the Three Little Ships coordinator for developmental information and references. These requests and references are completed, after written consent has been received from the parents. Some schools also wish to observe applicants in the preschool setting. These observations are arranged by the TLS coordinator at an appropriate time for the class and after permission has been received from the parents. School reports are not passed to the next school by the Three Little Ships. Parents are asked to supply the reports to the schools themselves.

For children with additional needs, the Pupil Monitoring Coordinator discusses their needs in a regular Care Committee meeting with the Dutch Education Authority (SPPOH) so that parents can be advised in a timely way about suitable school placements for their child. This process is usually started in the January of the school year before transfer to another school is expected. Where necessary, a Toelatingsverklaring (TLV) is requested through SPPOH to enable the child to proceed to the Lighthouse Special Education school or a Dutch Special Education School. Observations and information is shared with the receiving school. Parents are requested to complete a Release of Information form before this is done.

Schools that have received children with additional needs from the Three Little Ships in recent years include: Haagsche Schoolvereniging, International School of The Hague, The British School of The Netherlands, European School of The Hague, OBS Vuurvlinder, SBO Het Avontuur and de Eerste Nederlandse Buitenschool.

Staffing

Quality

The TLS team is led by the head of school. The head of recruitment and admissions is responsible for recruiting. The head of school, leader for learning and preschool coordinator are jointly responsible for leading the pedagogical programme of the preschool.

The quality of the staff members is clearly of the utmost importance in achieving the four educational goals. They are expected to have a thorough understanding of typical developmental milestones for 2-5 year olds (Development Matters). The staff members are expected to adhere to and be able to demonstrate the values and norms described in 'Pedagogical Objectives'.

In addition, the staff members are expected to have the following qualities:

- Positive attitude towards the children.
- Sensitivity and responsiveness to the children's needs.
- An openness to new ideas and a willingness to change.
- Respect for different cultures and views of children, parents and staff members.
- Flexibility and creativity: seeing learning opportunities and seizing them.

Skills

The staff members are qualified to work with young children, according to Dutch qualification standards, and most have specific experience or qualifications relating to children with additional needs.

In addition, staff members are expected to demonstrate the following important skills:

- Ability to create a stimulating environment in which young children can learn successfully.
- Ability to modify their language when talking to children so that they are understood.
- Ability to see learning opportunities and act on them.
- Ability to be a role model for the children in the interactions with the children, parents and other staff members.
- Ability to plan in the moment through observing the child/ren and to create teaching moments.
- Ability to reflect professionally on their work and accept feedback from others.
- Good verbal and non-verbal interpersonal skills and good written skills in English.
- Ability to maintain confidentiality with parents and in the team.
- Ability to work successfully in a team with colleagues and with external professionals.

Support and development

Regular team meetings are held by the coordinator. These meetings revolve around planning in the moment, child assessment and practical arrangements for the preschool. Staff members are able to discuss questions and difficulties at these meetings.

Every year, staff members are offered continued education in the form of five in-house study days per year. Staff members are obliged to attend a minimum requirement based on their working hours. The topics of the study days are varied and may focus on curriculum development (such as communication), health and safety issues (such as first aid, safeguarding) or additional needs (such as Autism).

Staff members are also given opportunities to further their own professional development and may ask to attend additional appropriate training throughout the year.

Staff members have Personal Professional Conversations with the Head of School and coach on a biennial basis. Targets for professional development are set at these meetings. Staff members are observed in their professional work by the TLS coordinator and by the Head of School and given feedback on their work. Areas for development are discussed.

External professionals such as a psychologist, occupational therapist, physiotherapist and speech therapist work with the children with additional needs during the preschool day. The staff members work under the guidance of these professionals and the children's goals are set jointly with them.

Substitute staff

The Head of School aims to keep a list of available substitute staff who can fill in for absent staff. Substitute staff hold relevant, approved diplomas; they have a current VOG and are entered in the Personenregister Kinderopvang.

Volunteers

At lunchtime, volunteers assist in the classroom, under the direction of the preschool staff members. All volunteers are interviewed by the Lunchtime Coordinator before being added to the rota. Lunchtime volunteers have a current VOG and are entered in the Personenregister Kinderopvang.

Volunteers are also used to accompany the preschool children on school trips. These are always in addition to the preschool staff members and are often parents of the preschool children.

Interns

The preschool occasionally has an intern on work placement. A work placement can only be agreed by the Head of School and a formal interview of the intern takes place before the placement is agreed. A contract is signed by the Head of School and the intern or the intern's mentor. The intern has to have a current VOG and is entered in the Personenregister Kinderopvang. Evaluations of the intern's work are carried out by the preschool coordinator and the Head of School.

Child protection policy

Haagsche Schoolvereniging

The HSV schools have a child protection policy and this is made available to parents on request.

Three Little Ships

In addition, the Three Little Ships has additional child safety procedures in place.

These include:

- all staff who have contact with the children in the preschool have had a criminal record check (VOG) by the Dutch authorities. This also includes substitute staff, lunchtime supervisors, therapists, regular volunteers and students on work placement.

- during the recruitment of staff, references are taken and previous employers are asked about any disciplinary or criminal proceedings in regard to that staff member.
- staff receive training about domestic violence and child abuse and how to act if they have concerns about a child.
- we use the four eye policy that someone can always see the group and a staff member/s. Lunchtime supervisors help in the classroom at lunchtime.
- we adhere to the staff:child ratio, 16:2. Every day there is one extra staff member to facilitate the children with additional needs. Only during lunchtime we do not adhere to it.
- all areas of the school, including the toilet area are open and visible to other staff members.
- there are no areas of the school that the children go to that do not have windows.
- windows in the school are never completely covered by artwork or paintings.

Members of staff or parents who have any concerns about child protection issues are urged to speak to the Head of School. The school also has a confidential Contact Person that parents can speak to for advice. The Contact Person's details are communicated to the parents through newsletters and the website.

Parents who have a complaint can request a copy of the complaints procedure from the confidential contact person, from the Head of School or from the Director.