



# Fordley Primary School

## EYFS Policy Including Guidance

**Reviewed: September 2024**

# Contents

- Early Years Foundation Stage
- Aims
- Learning and Development
- Curriculum and Planning
- Staffing and Organisation
- Assessment, Recording and Monitoring
- Learning through Play
- The Learning Environment
- Transition: Fordley Flyers to Nursery, Nursery to Reception
- Reception to Year 1 Transition
- Home/School Links
- Equal Opportunities
- Inclusion
- Safeguarding and Child Protection
- Health and Safety
- Additional Guidance, including
  - Complaints*
  - Equipment*
  - Arrivals and Departures*
  - Missing Child*
  - Health and Hygiene*
  - Working with Other Agencies*
  - Behaviour Management*
  - Food and Drink*
  - Medicines, Illness and Injuries*
  - Staff Recruitment, Induction and Training Students and Volunteers*
  - Outings and Visits*
  - Smoking, Drugs and Alcohol*
  - Uncollected Child*

# Early Years Foundation Stage

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

*"Statutory Framework for the Early Years Foundation Stage", Setting the standards for learning, development and care for children from birth to five, Sept 2021*

Early childhood is the foundation upon which children build the rest of their lives. At Fordley Primary, we acknowledge and recognise that the Early Years Foundation Stage supports children to feel valued for who they are and offers them suitable, age-appropriate challenges to help them to enjoy planned purposeful play. Through their play they will not only acquire skills that help them to enjoy and achieve now, but also to acquire experiences and opportunities that help them to develop skills for the future.

The EYFS is for children from birth to five years of age. The final year of the EYFS is referred to as the reception year. At Fordley Primary, we follow all guidance set out in the "Statutory Framework for early years settings" document (Sept 2024)

All children begin school with a variety of experiences and learning. It is the privilege of the practitioners working in the EYFS to take on the task of building upon that prior learning and experience. This is done through a holistic approach to learning, ensuring that parents/carers, support staff and the EYFS teachers and EYFS Lead work effectively together to support children's learning and development.

Effective practice in the EYFS is broken down into 7 key features and we recognise how vital these are and embed these within our daily practice:

- ✓ **The best for every child**
- ✓ **high-quality care**
- ✓ **curriculum**
- ✓ **pedagogy**
- ✓ **assessment**
- ✓ **self-regulation and executive function**
- ✓ **partnership with parents.**

This EYFS links also with the Every Child Matters agenda, in that every child has a right to grow up safe, healthy, enjoying and achieving, making a positive contribution and achieving economic wellbeing.

# Aims

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. At Fordley Primary, the overarching aim of the EYFS is to help young children achieve these five "Every Child Matters" outcomes.

We aim to:

- Ensure all children feel **secure, valued, and included**.
- Build up **strong relationships with both children and parents** based on mutual respect.
- Develop all children's **positive approach to learning** through fun, exciting, stimulating and challenging experiences.
- Provide a **carefully structured curriculum** which will allow all children to plan and initiate their own learning, as well as take part in adult-led activities. Our curriculum will set in place firm foundations for future learning and development in Key Stage 1 and beyond
- Provide a challenging, stimulating, well resourced, and fun **learning environment** which is sensitive to the needs of all individual children, where calculated risks are encouraged, assessing their individual needs.
- Enable **choice** and **decision-making**, fostering **independence** and **self-confidence**.

## Learning and Development

Our whole school policy on Teaching and Learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the Early Years Foundation Stage.

The early learning goals (the knowledge, skills and understanding which young children should have acquired by the end of the Reception year) and the educational programmes (the matters, skills and processes which are required to be taught to young children) are set out in the Statutory Framework for the Early Years Foundation Stage. The seven areas of learning and development are:

### Prime Areas

- Personal, Social and Emotional Development (PSED)
- Physical Development (PD)
- Communication and Language and Literacy (CL)

### Specific Areas

- Literacy (L)
- Maths (M)

- Understanding of the World (UW)
- Expressive Arts and Design (EAD)

At Fordley Primary, we believe these seven areas are equally important and depend on each other to support a rounded approach to child development. We aim to deliver all the areas through planned, purposeful play (both indoors and outdoors), with a variety of adult directed and child-initiated activities.

## Curriculum & Planning

*"The principle goal of education is to create men who are capable of doing new things, not simply of repeating what other generations have done - men who are creative, inventive and discoverers"*

*Jean Piaget*

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can do. Our planning shows how the principles of the EYFS will be put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning. All practitioners who work in the EYFS at Fordley Primary are involved in this process.

In Fordley Flyers, Nursery and Reception we use the 'Statutory Framework' and 'Development Matters guidance' to structure our curriculum offer alongside the teacher's knowledge and professional judgment of what our young child at Fordley Primary need to experience. All children work at their stage of development and the curriculum is developed in each year group to ensure that each child is extended and challenged at their own stage; therefore making the curriculum more personalised.

### Long Term Planning

We have a progressive long term overview in each area of learning for each half term across EYFS (Fordley Flyers, Nursery and Reception). This outlines the key skills and knowledge we want children to learn each half term.

### Medium Term Planning

Each half term we complete curriculum plans based on the long term plan, previous learning and assessments. The medium term planning is based around the specific skills that we will be teaching the children that half term and is split into areas of learning following on from the statutory framework and Development Matters guidance. We include, learning objectives, an overview of the children's current interests and how this links to our theme, SMSC and British value objectives/PSHE objectives.

## Short Term Planning (In the moment thinking and children's interests)

These are planned weekly based upon previous observations, assessments and learning. It allows for flexibility in response to individual children's needs and interests and for revision and modification, informed by on-going observational teacher assessment. This planning format is consistent with the principles of Assessment for learning. We identify specific learning objectives, success criteria, differentiated activities and deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis.

Nursery and Fordley Flyers have a weekly plan which incorporates all teaching and learning in the week. Literacy, Maths are planned for separately in Reception (although literacy and mathematics often encompass all areas of learning). Phonics is taught in accordance with the RWI scheme of work from Reception and Nursery use the principles of Phase 1 letters in the summer term and sounds as well as Launchpad for literacy.

Reception and Nursery also use the principles from 'In the moment' thinking/planning that outlines the specific skills and knowledge that will be focussed upon and what enhancements to continuous provision and adult directed tasks will take place using prior assessments, observations and interests. These plans cover adult-led focussed activities, whole class and independent learning opportunities).

The EYFS Phase Lead monitors planning and assessments on a half termly basis to ensure progress of individuals are monitored, and targets are set for improvement.

## Staffing and Organisation

Our provision is made up of:

- Fordley Flyers - our two year old provision which is part time (morning sessions or afternoon sessions) and can take up to 15 children per session with 3 staff (ratio 1:5)
- Nursery - our nursery has provision for up to 39 children per session (morning or afternoon) with capacity for 30 hours provision for children who are in their Nursery year (the year before Reception. We maintain an adult ratio of 1:13 as we have a qualified teacher in Nursery
- Reception - two reception classes, with a maximum intake of thirty children in each. We have a ratio of 1:15 in Reception (however the legal ratio is 1:30)

PPA within EYFS is covered by HLTAs or Qualified teachers.

The children have daily opportunities for structured and child initiated play both in the classrooms and in the EYFS outdoor area. This time is supported by an adult during high quality interactions, who acts as a facilitator to the child's learning. The teacher liaises with the teaching assistant, regularly involving them in planning, preparation and assessment. We are

always aiming to improve our teaching skills, knowledge and understanding and so all practitioners are encouraged to participate in local authority courses, in service and local cluster group training. Practitioners also conduct and attend in-house training and disseminate new initiatives, ideas and teaching methods to colleagues. A weekly EYFS team meeting takes place each week where staff get the opportunity to learn more about new initiatives, keep up to date with current frameworks and research, peer teacher modelling and supervision appointments for staff are carried out.

## Assessment, recording and monitoring

At Fordley Primary School we undertake assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process.

We fully comply with the requirements as set out in the Statutory Framework for the early year's foundation stage 2024.

With regards to assessment in the early years we have ensured that these two statements are adhered to:

*"When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence."*

*"Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence."*

### Formative assessment

This type of assessment informs everyday planning and is based upon on-going observational assessment of each child's achievements, interests and learning styles. All staff contribute towards formative assessment strategies.

Formative assessment is a combination of focused and recorded observation each half term, weekly quality interactions with each child during their child initiated play, baseline assessment, other focused assessments e.g. sound/number, adult directed work examples and information from parents. Each child has an individual tapestry account in which the physical

evidence is stored as well as an adult directed workbook.

### **Summative assessment**

Within the first 6 weeks that a child starts reception, staff will administer the Statutory Reception Baseline Assessment (RBA, May 2021). Alongside this staff will be carrying out baseline assessments of the children which will involve interacting and observing what children can do.

Throughout the year we monitor children's attainment by recording whether they are 'on track' or 'not on track' using the Development Matters guidance to help support us to make a holistic, best-fit judgement about a child's development. Any child who is working at 'not on track' in any area of learning, a further look at current interventions, formative assessments and a more in depth professional discussion about the child's progress will be carried out to provide the necessary support to help the child reach their full potential.

### **EYFS Profile**

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

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

We realise how important ongoing moderation is to quality assure our teacher judgments and ensure that throughout the year there is time for teachers to discuss individual children's development and teachers can informally agree assessment judgements with others. At the end of the reception year, both reception and year 1 teachers discuss the EYFS profile judgments and about each child's stage of development and learning needs so it can assist with the planning of activities in year 1. It is important for teachers to build a shared understanding of the ELGs and the EYFS statutory framework.

Teaching and learning in all areas of learning are monitored by curriculum leads each year as part of their monitoring, through lesson observations, pupil interviews and whole school work/planning sampling. The EYFS co-ordinator/Headteacher monitor teaching and learning across the EYFS formally each term and informally on a day-to-day basis.



# Learning through play

*"Children are strongly motivated to play and can experience satisfaction and deep learning in play, as they bring their current interests, questions and thinking together with strong motivation, so that they are able to function at their highest level. In play children can concentrate deeply, sustain concentration for long periods, and communicate with others to develop and maintain the play."*

*"Learning, Playing and Interacting - Good practice in EYFS", Department for Children, Schools and Families, 2009*

At Fordley Primary we do not make a distinction between work and play. We support children's learning through planned play activities, and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We believe that it is important for **high quality interactions** from adults to support Children's learning through play, by getting involved in the play themselves.

## The Learning Environment

*"Children thrive in environments that are suited to their interests and developmental stages. The environment is viewed as a place that is welcoming, authentic aesthetically pleasing, culturally representative of community, embraces nature and filled with purposeful materials. The layout of the environment promotes relationships, communication, collaboration, and exploration through play. Materials are thoughtfully added to the environment to promote creativity, thinking and problem solving skills, questions, experimentation and open-ended play. " **Reggio Emilia***

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence.

Fordley Flyers is one classroom, which is divided into areas for learning appropriate for the age of the children and the key areas of learning. There is access to outdoor learning. Nursery is a separate block which are divided into appropriate areas of learning. They also have direct access to their own outdoor learning area.

In Reception, each teacher has their own class, however they work as open-plan for the majority of the day. For part of the day the children are grouped across the two classes. The children frequently use the school hall for P.E and they have access to the Interactive Whiteboard in the classrooms. The enclosed outdoor area is used to develop all areas of learning throughout the year.

In Fordley Flyers, Nursery and Reception settings, activities are planned for both the inside and outside. The children have access to our outdoor learning spaces every day as well as opportunities to visit our pond area. Our timetable facilitates opportunities for children to enjoy periods of uninterrupted play with high levels of engagements and quality interactions with adults. The learning environment is divided into a variety of different areas: home corner, reading corner, writing area, maths area, investigation or topic focus area, finger gym, junk model area, computer, creative, malleable, sand, water ( these are not always provided at the same time within flyers), outside, construction, small world and puzzles. These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment. Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.

## **Fordley Flyers to Nursery; Nursery to Reception Transition**

Although we do not operate a Foundation Unit, we operate all the quality principles from this model. For instance, staff are shared across Fordley Flyers, Nursery and Reception, children are actively encouraged to access both settings throughout the year, etc.

- Activities are carefully planned throughout the year to ensure that nursery and reception children work together or alongside each other.
- The Flyers, Nursery and Reception team meet to discuss assessment and induction issues.
- Staff attend training together.
- Regular meetings are held with the team regarding provision.
- Towards the end of each term, Fordley Flyers children (who will be starting Nursery the following term) make visits to the Nursery setting
- During Summer 2, Nursery children who will be starting school in September make visits to the Reception class.
- In the June prior to Reception starting in September, a meeting is led by the EYFS leader (Reception teacher) and team to introduce parents/carers to the school, Reception procedures and curriculum. Parents/carers have the opportunity to meet the class teacher, to visit the Reception classrooms and they are given a Reception pack at this meeting. This outlines the curriculum and school routines, along with a document pack consisting of organisational and curriculum/assessment information. The pack also includes contact data

and a whole school agreement to be completed and returned to school. There are opportunities during this meeting for questions, although parents are actively encouraged to contact the EYFS Lead if they have any further concerns or questions. A letter is sent home to the new Reception children during the summer holidays welcoming them directly to their new classes

- A joint picnic with nursery and reception in summer term.
- Nursery, in June/July, hosts a 'stay and play' session for the new starters beginning their Nursery year in September (this is aimed at the 'true' Nursery year children as all others have the opportunity to have settling in sessions when they start during Spring and Summer terms)
- We also develop close links with other local pre-school providers. During Summer Term 2, the Reception teachers undertake visits to the feeder nurseries and play groups, to meet the children and talk to staff. TAF meetings are arranged in school with the previous Nursery provider and parents/carers where there are additional needs or potential transition challenges
- Transfer records from pre-school settings inform reception practitioners about the new intake.

Nursery children have a 2 hour induction session the first week back apart from the children who have already been with us who can carry out their normal hours.

Reception children from our Nursery start full time in September. Children from different provisions will have reduced hours and attend am or pm sessions for the first nine days. This allows the practitioners to get to know the children individually and establish good relationships as well as carry out a baseline assessment. All the children in the third week will be in on a full time basis unless it is mutually agreed between parents, the EYFS leader and the head teacher that the child will benefit from a continuation of the part-time arrangement. A child reaches statutory school age at the beginning of the term following his/her fifth birthday.

## Reception to Year 1 Transition

Reception and the Year 1 teachers have worked together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible. Classes are mixed again at the end of reception to form new classes in year 1.

At Fordley Primary:

- Reception practitioners plan for more structured, independent activities to be undertaken during the summer term and the whole class carpet session increases in length.
- Reception children meet Year 1 teachers during assembly, playtime and other whole school activities during the Reception year.
- Individual EYFS Profile folders and online observation journals are passed on to Year 1 teachers.

- An EYFS Profile end of year class summary is passed on to Year 1 teachers.
- Reception and Year 1 teachers meet to discuss individual needs of children in July.
- Year 1 teachers visit Reception classrooms a few times during the summer term.
- Reception children visit year 1 classes before transition day.
- Reception children visit their new year 1 class and teacher for transition days (2) in the last week of term
- The teaching of early reading is continued throughout year 1 and 2.
- There is a similar structure to the school day during the first part of Autumn Term (length is dependent upon the needs of each cohort) when the children move into year 1.
- There is an overlap in approach and routines, e.g. Fruit time, behaviour systems, timetables, etc
- New year meetings for parents/carers take place during the first week of the autumn term

## Home/School Links

We recognise that parents and carers are the child's first key educators in a child's life. When parents/carers and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise about children's learning and development. We aim to develop this by:

- Outlining the curriculum to parents/carers during the new parents meeting in June, to enable them to understand the value of supporting their child's learning at home
- Medium Term planning is sent home each half term to keep parents informed of their child's current curriculum and learning needs, with an outline of activities which could be undertaken at home to support this
- Encouraging parents/carers to complete the home/school admissions booklet
- Organising a starting school/nursery meeting in March and having an open day in the summer term.
- Operating an "open door" policy, whereby parents/carers can come and discuss concerns and developments in an informal manner at the end of the day.
- Sharing progress at school through Seesaw encouraging parents to comment on this
- Parents are invited to 'Stay and Play' in both flyers and nursery sessions and whole school parent events throughout the year.
- Parents are encouraged to come on school visits and help in school, subject to signing a parent code of conduct and/or DBS check dependent on their role.
- Encouraging parents/carers to listen to their child read each night, to make use of the books and activities provided and to share their reading progress through their child's Seesaw account.
- Parent workshops are run throughout the year, where parents have the opportunity to learn how their child is taught reading, writing or maths. As well as this, there are

leaflets sent home to all parents detailing this information.

- Encouraging relevant learning activities to be continued at home e.g. maths games and library books, and ensuring that experiences at home are used to develop learning in school
- Discussing individual targets with Parents/carers at parents' evening in Autumn, Spring and Summer (informed by the EYFS Profile). Nursery only have a parents evening in the spring term.
- Providing an annual written report to Parents/carers in July summarising the child's progress against the EYFS assessment scales.
- Holding child/parent open days and workshops to enable parents to work alongside their children.

## Equal Opportunities

At Fordley Primary we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas. *For further information see 'Equal Opportunities Policy'*

## Inclusion

Children with special educational needs will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities. Additional adult support may be provided for children with special medical needs e.g. allergies, thus increasing the adult/pupil ratio.

During the first term in nursery, staff complete the North Tyneside Speech and Language Screener where it is deemed appropriate.

During the EYFS, when planning for individual needs, we can often identify needs for specialist support for the first time. Staff proactively identify possible special educational needs that a child may have through observations. These are often identified when a child fails to meet age related expectations.

Support Plans identify targets in specific areas of learning for those children who require additional support, in line with the school's Special Educational Needs Policy. The class teacher would discuss these targets with the child and his/her parents/carers. Progress is monitored

and reviewed every term. The school's SENDCo and Inclusion Lead is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary.

*For further information see 'Special Educational Needs Policy'*

## **Safeguarding**

*Please refer to 'Safeguarding Policy'*

## **Health and Safety**

*Please refer to 'Health and Safety Policy'. Additional reference should also be made to the EYFS Risk Assessment and attached additional guidance.*

## **Monitoring and Review**

The effectiveness of this policy will be monitored and evaluated by the Headteacher and EYFS leader, and will be reviewed on an annual basis.

Other policies for reference include:

Safeguarding Policy, Teaching and Learning Policy, Equal Opportunities, Complaints Procedure, Behaviour Policy, Educational Visits Policy, Admissions Policy, Health and Safety Policy, Child Protection Policy, Attendance Policy, CPD policy, Appraisal and Pay Policy, SEND Policy and Intimate Care Policy.

Headteacher: Mrs C.L. Withers

Date: September 2024

EYFS Leader: Mrs H Nicholson

Date: September 2024

# **ADDITIONAL GUIDANCE**

## **Complaints**

Our Early Years Team (and school) is committed to providing a safe, stimulating, consistent and accessible environment for children and parents/carers. We always aim to maintain high quality provision for everyone, but accept that sometimes things do not always go to plan. In such circumstances, we want to know so that we can learn from our mistakes.

First point of contact for parents/carers should be the child's teacher as the majority of

issues can be resolved at this stage. The EYFS Lead, Deputy Headteachers or Headteacher is responsible for handling all complaints beyond this stage. If a complaint is made then an investigation will take place and parent/carers will be informed about the outcome. This will be usually completed in the same day. Records are kept of all complaints at this stage.

*For further information regarding steps beyond this procedure please refer to the school and Local Authority 'Complaints policy'.*

## Equipment

Our Early Years Team is committed to providing children with access to a wide range of equipment that stimulates enjoyment, learning and development, both indoors and outdoors.

All furniture, toys and equipment are kept clean, well maintained and in good repair in accordance with BS EN safety standards or the Toys (Safety) Regulations (1995) where applicable. Equipment is properly maintained and inspected in accordance with the manufacturer's instructions. All electrical toys and equipment are subject to PAT (Portable Appliance Testing) and relevant staff are trained on the correct use of computers and other ICT equipment.

All equipment and resources are selected with care, and the EYFS Risk Assessment takes into account all of these resources. The equipment and resources reflect positive images with regard to culture, ethnicity, gender and disability.

All equipment is stored in a suitable and secure location. When discovered, defective or broken equipment will be taken out of use and stored in a safe place before being disposed of.

## Arrivals and Departures

*For admissions see school 'Admissions policy'.*

Our Early Years Team gives a warm and friendly welcome to each child on arrival and ensure that they depart safely at the end of the session/day.

On arrival, a member of EYFS team will welcome the child into the setting. There is always at least one member of staff on the entrance door to ensure that all children enter safely and do not exit again. Parents/carers are able to convey messages through this member of staff. If they require any further discussion with their child's teacher, this will happen at the end of the school day or through an appointment made via the school office. In Nursery, children are encouraged to enter the setting independently as soon as possible however if we feel it is needed for individual children a settling in transition discussion can take place between a

parent and the class teacher. In Reception the children come into the classroom independently through the decking doors. A member of support staff will be there to greet your child. At the end of the session/school day there will always be 2 members of staff per class in Reception and 2-3 adults in Nursery and Fordley Flyers to dismiss your child.

If a parent/ requires their child to be given medicine during the day by a member of staff, they must complete the Medication Form available at the school office.

*Further information can be found in the school 'Managing Medicines and Medical Needs Policy'.*

If a child is to be collected by someone other than the parent/carer, or in an emergency or short notice, parents/carers must notify school via phone call or email, or staff will check that they are on the collection list submitted at the beginning of the year. In the event that someone else should arrive without prior knowledge and do not have the relevant information required, the school office will telephone the parent/carer immediately. We will never hand over a child to an adult without agreed permission from parents/carers. In the event of a designated adult being late in picking up their child without prior warning, the provisions of the uncollected child guidance will be activated.

*See school 'Attendance Policy' for details on absence.*

## Missing Child

Our Early Years Team makes the children's safety a priority at all times. The staff will always be extremely aware of potential for children to go missing during sessions/the day. Even when all precautions are properly observed, emergencies can still arise. Therefore members of staff will undertake period head counts, especially at transition points in sessions. Staff will be responsible for checking the number of children in the area in which they are working.

If for any reason a member of staff cannot account for a child's whereabouts during a session, the following procedures will be followed:

- The member of staff will inform the Early Years Lead/Headteacher (via radio stating - SLT to 'Nursery') and the rest of the team. A thorough, calm search of the entire premises will commence (ensuring that the other children remain safe and adequately supervised).
- The Early Years Lead/Headteacher will nominate 2 members of staff to search the area surrounding the premises. All staff will be extra vigilant to any potentially suspicious behaviour or persons in and around the setting.
- If after the extensive search the child is still missing, the Early Years Lead/Headteacher will inform the police and the child's parent/carer.



- Staff will continue to search for the child while waiting for the police and parent/carer. During this period, other members of staff will maintain as normal routine as possible for the rest of the children.
- The Early Years Lead/Headteacher will be responsible for meeting the police and the missing child's parent/carer, and will then co-ordinate any actions instructed by the police. We will also do all we can to comfort and reassure the parents/carers.
- Once the incident is resolved, the Early Years Lead and team will review relevant policies and procedures, implementing any necessary changes.

## Health and Hygiene

*See 'Intimate Care Policy', 'Safeguarding Policy' and 'Health and Safety policy'*

The EYFS recognises the importance of maintaining the highest possible standards of hygiene in and around the premises so as to minimise the risks posed to children, staff and other visitors. The staff are committed to taking all practicable steps to prevent and control the spread of infectious germs, and to uphold high standards of personal hygiene in order to minimise the risk of catching or spreading infections.

All staff understand the dangers posed to children and themselves by overexposure to the sun. In hot weather, parents/carers are encouraged to apply sun cream to their child prior to the start of the session/day. They can send the sun cream in for the child to apply themselves at appropriate points stated by staff throughout the day. We also recommend sun hats. We always ensure that the children have adequate periods of the day where they can access shade.

## Working with Other Agencies

The Early Years Team is committed to working with outside agencies to ensure the needs of all children are met. Close liaison with all staff, parents/carers, Early Years Lead and school SENDCO and Inclusion Lead ensure that appropriate and effective referrals are made.

*See 'SEN policy' for further details of procedures and agencies we work with.*

## Behaviour Management

EYFS children follow the whole school system of Golden Rules, as outlined in the school 'Behaviour Policy'. Reception children attend the Star of the Week assembly from the summer term (or earlier if they are ready). Across EYFS, we also operate the Zones of Regulation,

which are taught to the children gradually.

In the EYFS, we tackle behaviour challenges with parents/carers immediately as we have daily contact. It is necessary on some occasions to implement behaviour plans for some children, which involve all staff, parents and often outside agencies.

*See school 'Behaviour Policy' for further information.*

## **Food and Drink**

Although we do not provide meals on a daily basis in the EYFS, we often prepare and share food and drink as part of our curriculum. We make every effort to ensure that food and drink are safely prepared and sensitive to dietary, religious and cultural requirements of the children.

No child will ever be forced to eat or drink something against their will and the withholding or granting of food and drink will never be used as either punishment or reward. The EYFS recognises the importance of healthy eating and balanced/nutritious diet. This is reflected in our curriculum. In Fordley Flyers and Nursery the children have access to the snack area (milk and fruit/vegetables) each day which is monitored and in Reception they have a snack time. This is a great time to talk about healthy foods, review what activities the children have been completing and promote talk and social skills. Staff are committed to embracing the cultural and religious diversity of the families who access our setting and work with parents/carers to ensure that any particular dietary requirements are met. We introduce children to different religious and cultural festivals/events through different types of food/drink sessions.

Lunchtime is also a learning opportunity for the children. Initially, staff eat alongside children modelling appropriate behaviour and routines. Adults also model lunchtimes as a sociable time. All staff in EYFS and catering services are made aware of allergies and procedures to deal with allergies. These are taken into account when planning the curriculum. EYFS and school lunchtime risk assessments are available for children with allergies/food intolerances.

## **Medicines, Illness and Injuries**

In event of a minor accident, incident or illness, the designated Paediatric First Aider will be notified and take responsibility for deciding upon any appropriate action. If the child does not need hospital treatment and is judged to be able to safely remain in the setting, the First Aider will remove the child from activities, and if appropriate, treat the injury/illness themselves. Once sufficiently recovered, they will be resettled back into class, but remain under close supervision.

The staff will inform the parent/carer of the incident/accident and any course of treatment. If the illness/injury incurred is such that treatment by the first aider is deemed inappropriate, but does not warrant hospitalisation, the parent/carer will be contacted immediately and asked to collect their child. Until the parent/carer arrives, the child will be kept under close supervision and kept as comfortable as possible.

All accidents and incidents are recorded in detail and logged on CPOMS and an accident form filled in and handed over to the parent/ guardian at the end of the day (if we deem the accident serious we will obtain the parents signature on the form). Parents will be contacted by phone if a child suffers a head injury. The EYFS Lead will consider whether the accident or incident highlighted any actual or potential weaknesses in the setting's policies and procedures, and make suitable adjustments if necessary. Accidents are analysed periodically to assess potential 'hotspots'.

Wherever possible, children who are prescribed medication should receive their doses at home. If it is necessary for medication to be taken during school hours, this is to be kept at the school office and administered by a first aider. Staff may only administer prescribed medication to the child if prescribed by a GP with a label noting the dosage, name of medicine and child's name, and if requested to do so by the child's parent/carer is given in writing stating frequency and dosage.

Parents/carers can make such a request by completing and signing the Administering Medication form.

*For further information see 'Managing Medicines and Medical Needs Policy'.*

## **Staff Recruitment, Induction and Training**

*See Staff Recruitment Policy, Appraisal Policy, Staff Disciplinary Procedures & CPD Policy*

Staff in EYFS are the most valuable resource, as it is only through their commitment and effort that good quality provision can be both established and maintained. Therefore, we are committed to rigorous recruitment (as laid out in the school's Staff Recruitment Policy) and good training and development opportunities for all staff.

We recognise that regular training and monitoring of professional development is important for all staff. Staff development and training is vital because it allows staff to keep up to date with current thinking and practice about play and child development issues.

Additionally with well trained and motivated staff, the setting is able to meet the diverse and complex needs of children within its local community and the requirements of the EYFS.

The Early Years Lead will lead all staff inductions. Staff inductions include discussions on everyday practice, regulations and policies. The Early Years Lead also leads staff appraisal following the school's Performance Management Policy (which includes reflecting on recent professional progress, setting targets for children and themselves and reviewing previous targets). All staff attend weekly whole school staff meetings, Early Years Networks and briefings, as well as twice weekly school briefings.

If required, staff could also be subject to school's Staff Disciplinary Procedures. The Early Years Foundation Stage Team are committed to maintaining the highest standards of integrity, honesty and professionalism in the workplace and in doing so complying with its legal obligations. Whilst we make every effort to ensure that the setting's business is conducted according to these standards, staff may become aware of, or suspect, certain failures or wrongdoings. It is our duty in such circumstances to ensure that staff who raise concerns under the Public Interest Disclosures Act 1998 (PIDA), do so without fear of victimisation or detriment (therefore, staff are all aware of the school's Whistleblowing Policy).

## **Students and Volunteers**

We believe that a placement for a student or volunteer in the EYFS is a valuable opportunity to build experience while learning about working within an early years setting. Equally, we appreciate the positive contribution that such committed and enthusiastic these people can bring to the setting.

However, at all times the needs of the children are paramount and therefore the EYFS will restrict the number of students and volunteers admitted at any time, in order to minimise disruption. Fordley Primary school is responsible for ensuring that all students and volunteers working in the setting are suitably enhanced CRB checked and has overall responsibility for the induction, supervising and supporting students/volunteers. Students/volunteers are expected to adopt a professional manner at all times, following school policies, rules and procedures. All new students/volunteers have an induction programme - to explain key elements of how to deal with tricky situations, fire procedures, confidentiality, intimate care, etc. The EYFS Lead is the key person to support them during their time at Fordley Primary School.

## **Outings and Visits**

*See Educational Visits Policy & Risk Assessment Policy*

The Early Years Team believes that visits and outings play an important and enriching role in the programme of activities that we provide children. However, during these events the safety of the children remains paramount.

Prior to a visit/outing, if logistically possible, a member of staff will carry out an exploratory visit of the proposed destination so as to pre-empt any potential difficulties. The group leader, usually the EYFS Lead, will ensure that a thorough risk assessment has been carried out prior to the provisions set out in our Risk Assessment Policy. This should include:

- Consideration of the journey and any transportation involved.
- All trips require the consent of the Headteacher.
- The group leader will obtain all relevant information from the venue and their risk assessment if available.
- We try to make all children involved in the planning of the trips where possible.
- Children are talked through any potential safety hazards and told to remain with staff at all times. Staff will explain to children what to do in an emergency, including designating a suitable meeting point.

ALL visit requests are made the the EdVisit Portal and must be approved by the Educational Visits Lead and then the Headteacher.

Parental consent is sought for all off-site visits and outings. On trips, the adult to child ratio is kept as low as possible (usually 1:3 in nursery and 1:5 in reception). Parents are given the opportunity to attend trips, subject to relevant DBS checks if they are in charge of a small group of children.

Throughout the year, we attempt to accommodate all parents who request a place on trip. However, due to limited spaces on some trips this is not always possible.

For every trip, the risk assessment always addresses the following:

- Children remain under close supervision at all times.
- There will always be at least one member of staff who has a current paediatric first aid certificate.
- The group leader will ensure that a full First Aid kit is on hand.
- Two designated members of staff will keep their mobile phones with them at all times. These numbers are left at the school office in case on an emergency.
- A register is taken at the beginning, middle and end of the visit. Additional head counts will taken by adults at regular intervals.
- A list of adults and children attending, along with relevant mobile phone numbers, will be left at the school office.

## **Smoking, Drugs and Alcohol**

The EYFS strongly prohibits the use or possession of cigarettes, alcohol or illegal drugs on our premises at anytime. If staff, children, students or volunteers have broken the rules in respect of this policy, it will be treated as a very serious disciplinary matter. All staff are made aware of this policy during their induction, including the importance of setting a positive

example to children. Any incidents which contravene this policy will be dealt with under the Staff Disciplinary procedures or, if a child, the Behaviour policy.

Staff, students, volunteers or children who arrive to the setting clearly under the influence of drugs or alcohol will be asked to leave immediately and disciplinary procedures implemented. If a child is found in possession of illegal drugs or alcohol their parents will be informed immediately.

If a member of staff has good reason to suspect that a parent/carer is under the influence of illegal drugs or alcohol when they drop off or collect their child, they have a duty to inform the Designated Safeguarding Lead (Claire Withers) or a Deputy DSL in her absence. In such circumstances, the DSL will then be responsible for deciding upon appropriate course of action, ensuring that the safety and protection of the child remains paramount at all times. Staff will make all possible efforts to ensure that children are not allowed to travel in a vehicle driven by someone who is clearly under the influence of illegal drugs or alcohol. Where an illegal act is suspected to have taken place, the police will be informed.

Smoking is not permitted anywhere on the premises. This rule applies equally to staff, students, volunteers, children, parents/carers or any other visitors.

## Uncollected Child

Early Years Team has the highest regard for the safety of the children in our care from the moment they arrive to the moment that they leave.

At the end of every session/day, the staff will ensure that all children are collected by a parent, carer or designated adult, in accordance to the arrivals and departures guidance. If for some reason a child is not collected at the end of the session, the following procedures will be followed:

- If the adult collecting the child is more than 15 minutes late then the Early Years Lead/school office will be informed.
- Every effort will be made to contact the parent, carer or designated adult, and use any of the emergency contact details available in order to ascertain the cause for any delay, and approximate time of arrival. Messages will always be left on any answerphone requesting a prompt reply.
- While waiting to be collected the child will be supervised by at least two members of staff who will offer them as much support and reassurance as is required. If the child is familiar with after school childcare they will be given to choice to play in there to reassure the child.
- If the delay is over 30 minutes and no contact can be made, then the Early Years

Lead/ Headteacher may contact North Tyneside Social Services department for advice. In the event of social services being called and responsibility for the child being passed to social services, Early Years Lead/Headteacher will continue to attempt to make contact. Under no circumstances will a child be taken home by a member of staff, or away from the setting unless absolutely necessary in the course of waiting for collection.

- The child will remain in the care of the staff until they are collected.
- Incidents of late collection will be recorded by the Early Years Lead/Headteacher on CPOMS and discussed with parents/carers at the earliest opportunity

