

EYFS Policy

Early Years Foundation Stage

2025 / 2026



Ibstock Place

CO-EDUCATIONAL DAY SCHOOL

IBSTOCK PLACE SCHOOL

EYFS Policy

Early Years Foundation Stage

Scope

This policy applies to all EYFS pupils and staff at Ibstock Place School (hereinafter 'Ibstock' or 'the School').

Roles and Responsibilities

The Governing Body has a statutory responsibility to ensure that this policy is ratified and compliant, as set out in the Independent School Standards 2019 (ISS). The Governing Body delegates this responsibility to the Head, who is accountable for the operationalisation of this policy. In turn, the Head of Pre-Prep is delegated responsibility for the consistent application and implementation of this statutory policy across the School. Staff must follow the expectations set out in this policy.

1 Introduction

This policy applies to all pupils in the EYFS (Kindergarten) at the School. This is an overarching EYFS Policy in accordance with the Statutory Framework for Early Years, January 2024, giving an holistic view of the School's Early Years Foundations Stage provision. The Statutory Framework for Early Years 2025 states, "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 changes. 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." The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Ibstock, children join at the beginning of the school year in which they are five. Whilst exempt from the Learning, Development and Assessment requirements of the Statutory Framework for Early Years, the following four guiding principles shape the School's practice in the Early Years:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.

- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

In line with EYFS principles at Ibstock Place School, we:

- Provide a secure and safe learning environment, indoors and outdoors.
- Have a key person (Kindergarten teacher) approach, which develops close relationships with individual children.
- Provide a balanced curriculum.
- Plan challenging and enjoyable learning experiences based on the individual child informed by observation, assessment and the child's interest.
- Provide opportunities for children to engage in activities that are both adult-initiated and child-initiated.
- Work in partnership with parents.
- Provide equality of opportunity and anti-discriminatory practice, ensuring that every pupil is included and supported.

2 Duties

2.1 The Governing Board will be responsible for:

- Ensuring the School has clarity of vision, ethos and strategic direction.
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance-management of staff.
- Ensuring that there are appropriate policies, procedures and practices in place to deliver the 'Statutory Framework for the Early Years Foundation Stage' in line with statutory requirements.

2.2 The Co-Heads of the Prep and Pre-Prep will be responsible for:

- Creating a culture where children experience a positive and enriching school life;
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment.
- Understanding and acting within the statutory assessment frameworks which set out the duties, responsibilities and reporting arrangements to be followed.
- Ensuring that all relevant staff read and implement this policy.

- Ensuring that relevant staff have received the appropriate training to deliver and report EYFS assessments.
- Ensuring that parents are informed about their child's progress, development and targets, and are aware of relevant Early Years policies, practices and procedures.

2.3 The EYFS Lead will be responsible for:

- Ensuring that all relevant staff members read and implement this policy.
- Ensuring that all staff are up-to-date with current statutory expectations including the Early Years team and the Primary Leadership Team (PLT).
- Supporting the policies, ethos and vision of the School and actively promoting high levels of achievement in the Early Years stage.
- Leading the Early Years team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the 'Statutory Framework for the Early Years Foundation Stage'.
- Ensuring that the educational provision and practice is based on the EYFS characteristics of effective teaching and learning, supports a range of learning needs and develops children's independence.
- Taking responsibility for high-quality teaching provision throughout the Early Years stage.
- Ensuring that the requirements for the EYFS - including the arrangement of assessment - are met, in line with the relevant statutory requirements.
- Monitoring the progress of children and reporting evaluated data to the Prep Co-Heads.
- Developing and maintaining effective relationships with parents, colleagues, the governing board and the local community.
- Ensuring that parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Supporting staff development by identifying and/or providing regular training and CPD opportunities.
- Providing regular 1:1 meetings with staff to support professional development;
- Providing Early Years staff with termly supervision which gives support, coaching and training and promotes the interests of pupils. Supervision fosters a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues. It also provides further opportunities for staff to discuss any issues particularly concerning pupil development or well-being.
- Assigning a key person to support the needs of each child and family.

2.4 The key person will be responsible for:

- Ensuring that the children they support receive learning tailored to their needs.
- Engaging with parents to support them in guiding their child's development at home.
- Helping families with more specialist support, where required.
- Helping children become familiar with the School and acting as a point of contact for children and their parents.

2.5 All EYFS teaching staff will be responsible for:

- Acting in accordance with this policy at all times.
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Ensuring they have a thorough working knowledge of:
 - The DfE's current 'Statutory framework for the early years foundation stage' and the requirements therein.
 - The DfE's current 'Early years foundation stage profile handbook'.
 - The STA's current 'Early years foundation stage assessment and reporting arrangements'.
- Using formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.

3 Policy Aim

At Ibstock, we greatly value the importance of the EYFS in providing a secure foundation for future learning and development and understand our responsibilities in ensuring that children learn and develop well and are kept healthy and safe.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

Through the implementation of this policy we shall provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included.

3.1 Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006

- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE 'Statutory framework for the early years foundation stage'
- DfE 'Early years foundation stage profile: handbook'
- DfE 'Keeping children safe in education
- DfE 'Working Together to Safeguard Children'
- Administration of medication
- Independent School Standards

This policy operates in conjunction with the whole school policies, including:

- Child Protection and Safeguarding
- Care of our Children Policy
- Complaints Policy
- Behaviour Management Policy
- Physical Handling and Touch Policy
- Healthy Eating Policy
- Equality, Inclusion and Diversity Policy
- Recruitment Policy
- RSE Policy

3.2 Learning and development

In partnership with parents, the School will promote the learning and development of children to ensure they learn and develop well, are kept healthy and safe, and have the knowledge and skills they need to start school. Using the important and interconnecting Prime and Specific Areas of learning from the Statutory Framework for Early Years, we plan an exciting and challenging curriculum based on our observations of the children's needs, interests and stages of development. In planning and guiding pupil activities, we reflect on the different ways that pupils learn and ensure that we are enabling them to explore, create, think critically and be active.

Our planning is topic-based, offering experience across the prime and specific areas of learning both inside and outside the classroom. It draws on the pupils' interests and our links with the community, which enrich their experiences through visitors, workshops and trips. Pupils experience a balance of adult-led and child-initiated learning. Pupils have whole class and small group teaching. In all areas of learning we promote our values to be **kind**, **curious** and **courageous** with an emphasis on effort and mistakes being part of learning.

3.3 Curriculum planning

Provision and practice within the Early Years will be centred around the requirements of the DfE's 'Statutory framework for the early years foundation stage'. The EYFS framework

outlines seven areas of learning and development that must shape educational programmes in the early years. These are categorised as ‘prime areas’ and ‘specific areas’.

Prime areas – defined as the areas that are particularly important for building a curiosity and enthusiasm for learning, forming relationships, and thriving:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific areas – defined as the areas through which the prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the World
- Expressive Art and Design

The School will plan and provide educational programmes that involve activities and experiences for children, as set out under each of the seven areas of learning. Extension to the teaching and learning schedule allows for a broader curriculum to enhance learning. This includes provision such as:

- Forest School
- Cooking
- Parent reading time
- Peer reading
- Think Equal programme
- Swimming
- Trips and visits

When planning the Early Years curriculum, practitioners will:

- Consider the individual needs, interests, and development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.
- Stimulate children’s interests, responding to each child’s emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.
- Reflect on the different rates at which children are developing and adjust their practice appropriately.

If a child’s progress in any prime area gives cause for concern, practitioners will discuss this with the child’s parents and agree how to support the child. Staff will also consider whether a child may have a special educational need or disability which requires specialist support. These concerns will be shared with the Academic Mentoring Coordinator.

For children whose home language is not English, practitioners will:

- Take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, making sure they are ready to benefit from the opportunities available to them when they begin Prep 1.

In organising and implementing educational programmes, the School will ensure that a broad range of activities and experiences are planned, having regard to the three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring
- Active learning
- Creating and thinking critically

All relevant Ibstock staff members will have due regard to the learning and development requirements.

4 Assessment and Reporting to Parents

Assessment plays an essential role in helping parents/carers and school staff to recognise pupils' progress, understand their needs and plan appropriate support.

- Ongoing assessment is an integral part of our learning and development process. Staff observe pupils to understand their level of understanding and interests. This is fed into the learning experiences provided. Weekly meetings ensure that progress is continually monitored and targets and support groups are set.
- Formative assessment and pupils' learning journeys are recorded on the Arc platform.
- Summative assessments are carried out at the end of each term against the Early Learning Goals. The progress of the pupils is continually monitored.
- In the Autumn Term, pupils are assessed within the first six weeks against the Arc Learning Goals, providing a baseline for each child.
- The pupils are assessed against the Arc Learning Goals termly, tracking the pupils progress and informing planning and intervention.

Reports:

- Autumn Half Term Report: Details pupils' first few weeks of school and their Baseline Assessment
- Termly Attainment Progress Report: Indicates attainment against the 17 Early Learning Goals and next steps.
- Summer Report: A written report with commentary against the areas of learning.

- Termly Parent Conference: Allows social, emotional and academic progress and targets to be discussed with the Kindergarten Teacher each term.

Assessment plays an important part in helping the School to recognise children's progress, understand their needs, plan activities, and assess the need for support.

In line with statutory requirements, the School will undertake a summative assessment of each child's development.

- The EYFS Profile is completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Prep 1.

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. Practitioners will interact and observe children to understand their interests and learning needs and will use this information to inform practice and provision for each child.

Parents will be kept up-to-date with their child's progress and development, and the EYFS lead will address any learning and development needs in partnership with parents.

The School will ensure that teachers engage actively with children, their parents and other adults who have significant interaction with specific children in the assessment processes in order to provide a well-rounded picture of their development and attainment.

When undertaking assessment activities, all Ibstock staff members will have due regard to the 'Early Years Foundation Stage Profile Handbook' and the 'Assessment and Reporting Arrangements' (ARA) for that year.

5 Inclusion

All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

The Pupil Equality, Equity, Diversity and Inclusion Policy will ensure that the needs of all children are met, regardless of any protected characteristics they have.

The EYFS curriculum will be planned to meet the needs of the individual child and support them at their own pace.

Continual monitoring of pupil progress ensures early identification of individuals who require additional support.

We provide 1:1 support and group support, working closely with parents.

We plan to stretch and challenge pupils in all lessons and identify and plan for pupils whose learning is more advanced.

SEND in the EYFS setting is monitored and managed by the School's Academic Mentoring Co-Ordinator.

We use resources which reflect diversity and are free from discrimination and stereotyping.

Pupils who speak more than one language (EAL) make and share personalised scrap books, celebrating their languages and culture.

6 The Learning Environment

Indoor space requirement meets the Statutory Framework for the Early Years Foundation Stage requirements.

The learning environment is organised to allow pupils to explore and learn independently and collaboratively, securely and safely. The Kindergarten rooms are set up in learning spaces supporting the Prime and Specific areas.

The School recognises that the physical and emotional environment plays an important role in supporting, enabling and extending pupils' learning and development.

The School will provide a safe and stimulating environment that values active learning, exploration and play, where children feel free to create, make links and develop critical thinking skills.

Early years practitioners will ensure that learning environments are well-organised and suitable for group, individual and whole class learning, with interactive displays and easily accessible resources utilised to encourage independence.

Children will have access to indoor and outdoor learning environments. Staff will plan provision to ensure that a range of learning opportunities are available, and that the learning opportunities available in the outdoor environment develop and build on those inside.

Independent learning will be encouraged through planned continuous provision where children can make their own selection from a variety of resourced areas, including:

- Literacy, Mathematics, Understanding of the World and Art areas as well as an outside area with a home corner, stage, sandpit, construction and water area. Forest School also allows for independent learning, risk-taking and exploration.
- Staff will support children to navigate and access the learning environment, intervening and interacting where necessary to ensure that all learning opportunities and teaching moments are captured and capitalised upon.
- Appropriate and stimulating educational visits and visitors, from both within and outside of the local community, will be arranged to further expand children's learning experiences.

7 Safeguarding and Welfare

Children's safeguarding and welfare are paramount.

We have a secure environment and stringent policies, procedures, and documents in place.

We teach pupils how to be safe, make choices and assess risks.

We comply with the Statutory Framework for the Early Years Foundation Stage and meet the associated regulatory requirements for Safeguarding and Welfare to:

- Promote the welfare of children.
- Promote good health, including oral health.
- Prevent the spread of infection and take appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so.
- Ensure that we maintain the correct pupil to adult ratios and that all staff are suitably qualified.
- Ensure that the premises, furniture and equipment are safe and suitable for purpose.
- Maintain records, policies and procedures required for safe, efficient management of the School and to meet the needs of the children.
- Protect the physical and psychological wellbeing of all children. See Ibstock's Child Protection and Safeguarding Policy and Procedure (incorporating Staff Behaviour and Code of Conduct).

7.1 Child protection

Staff will be alert to any issues of concern in the child's life at home or elsewhere. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS will be required to read this policy as part of their induction training.

The Designated Safeguarding Lead (DSL) is **Sarah Finch**. The Deputy Designated Safeguarding Leads (DDSLs) are **Sophie Bartholomew, Lindsey Parker, Sapphire Bennison and Alice Deslongrais** with responsibility for EYFS.

The DSL will be responsible for safeguarding children and liaising with local children's services as appropriate. The DDSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and DDSL will undertake child protection training as required.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

All staff are aware of whistleblowing policies and procedures and know how and when to report a concern and the process that will follow once a concern is reported.

The School will inform Ofsted and LADO of any allegations of serious harm or abuse of children by any person living, working, or looking after children at the premises.

7.2 Child absences

Child absences are monitored with patterns and trends noted. Professional judgement is used to decide whether the absence is considered prolonged. Absences are followed up in a timely manner with parents being contacted if no reason for a child's absence has been given. Parents understand the process in which to report an absence and the process if the School has not been informed. The attendance policy is available to parents on the website. The School holds primary and emergency contact details.

7.3 Personal care

Personal care refers to any care of a child that involves toileting, cleaning, and changing. Staff will support children with toileting needs sensitively, promoting their dignity and independence. Children have access to clean, well-maintained, and private toilet facilities. A member of staff will always be nearby to offer assistance if required.

If a child has a toileting accident, a staff member will support the child with cleaning and changing, and parents will be informed. A second member of staff must be in the vicinity to offer support if needed.

The designated changing area in Kindergarten is the toilet area. The staff member responsible for changing a child must always wear gloves. All soiled clothing must be stored hygienically or disposed of appropriately. The area must be cleaned and disinfected as needed.

8 Staffing

8.1 Suitable people

The School will ensure that:

- Effective systems are in place to ensure that practitioners and those in regular contact with children within the setting are suitable to fulfil the requirements of their roles.

- Enhanced criminal records are obtained and checked in respect of every person aged 16 and over who works directly with children or works on the premises – additional criminal records checks will also be made for anyone who has lived or worked abroad.
- Staff are told that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children.
- No person, whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children.
- A record is kept of Information about staff qualifications and the identity checks and vetting processes that have been completed.
- References are obtained by the School and documented for any member of staff before they are recruited.
- References are completed by a senior person in the applicants current place of employment, training or education (no family members). If the applicant is not currently employed, they must be verified by their most recent employment.
- References should be secured from the relevant employer from when the applicant last worked with children, if they have never worked with children before, then they must have a reference from a current employer, training or education provider.
- Any discrepancies in the applicants information must be queried and reasons given for leaving the current or most recent post.
- The School meets its responsibilities under the Safeguarding Vulnerable Groups Act 2006, which includes a duty to make a referral to the DBS where a member of staff is dismissed, or would have been, had the person not left the setting first, because they have harmed a child or put a child at risk of harm.
- No disqualified person is employed to work in connection with early years provision.
- Appropriate action is taken to ensure the safety of children if they become aware of any information about staff that may lead to their disqualification.
- Ofsted and LADO are notified of any significant event which is likely to affect the suitability of any person who is in regular contact with children in their setting and provide specific details of any order made.

8.2 Staff taking medication or other substances

The School will:

- Ensure that staff members are not under the influence of alcohol or any other substance which may affect their ability to care for children.
- Ensure that staff taking medication that may affect their ability to care for children seek medical advice.
- Ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly.
- Always keep medication on the premises securely stored, and out of reach of children.

- Implement a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Staff Drug and Alcohol Policy.

8.3 Staff qualifications, training, support, and skills

All staff working with children aged 8 and under in out of School care, and all those working with pupils in the EYFS complete the declaration on disqualification from childcare.

The School will ensure that:

- It follows its legal responsibilities under the Equality Act 2010.
- All staff receive induction training to help them understand their roles and responsibilities. This will include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues.
- Support staff undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.
- It puts appropriate arrangements in place for the supervision of staff who have contact with children and families.
- At least one person who has a current Full Pediatric First Aid (PFA) certificate is always on the premises and available when children are present and accompanies them on any outings – the certificate must be for a full course consistent with the criteria set out in Annex A of the EYFS framework.
- Any member of staff who has sole responsibility for looking after a group of children will hold a PFA certificate.
- All newly qualified entrants to the early years workforce who have completed a level 2 or level 3 qualification on or after 30 June 2016, have either a full paediatric first-aid (PFA) or an emergency PFA certificate within three months of starting work in order to be included in the required staff: child ratios. The School will organise PFA training to be renewed every three years. The list of staff who hold PFA certificates can be found in the Kindergarten classroom.
- Staff have sufficient understanding and use of English to ensure the wellbeing of children in their care.

All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

8.4 Staff: child ratios

We ensure that pupils are adequately supervised and that children are always within sight and hearing of staff. We meet the requirements of the Statutory Framework for the Early Years Foundation Stage with the following adult to child ratios:

- Level 6 (QTS) 1:30
- Instructor 1:30
- Level 3-5 1:13
- Level 2 1:8 in the presence of a level 3 or above

The Kindergarten class size is a maximum of 24 pupils.

8.5 Key person

Each child will be assigned a key person (the Kindergarten Teacher) whose role will be to:

- Meet their individual needs.
- Help the child become familiar with the setting.
- Offer a settled relationship for the child.
- Build a relationship with their parents.

The EYFS lead will inform parents of whom their child's key person (class teacher) is and will explain the role of the key person when their child begins attending the School.

9 Health

9.1 Medicines

The School will:

- Promote the good health of children, including their oral health.
- Have an agreed procedure, discussed with parents for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.
- Have policies and procedures for administering medicines, which includes systems for obtaining information about a child's medicinal needs and keeping this information up to date.
- Ensure that adequate training is provided for staff where medicinal administration requires medical or technical knowledge.
- Ensure that medicines are not administered unless they have been prescribed for a child by a doctor, dentist, nurse, or pharmacist – medicines containing aspirin should only be given if prescribed by a doctor.
- Only administer medicine, both prescription and non-prescription, where written permission for that particular medicine has been obtained from the child's parent.

- Keep a written record of each time medicine is administered, and inform parents on that day, or as soon as is reasonably practicable.

9.2 Food and drink

The School will:

- Ensure that, where provided, meals, snacks and drinks are healthy, balanced and nutritious.
- Obtain information and take action regarding a child's special dietary requirements, preferences, food allergies and any special health requirements prior to them attending the setting.
- Ensure that fresh drinking water is always available and accessible to children.
- Ensure that there are suitable facilities for the hygienic preparation of food for children.
- Ensure that those responsible for preparing and handling food are competent to do so, with all staff involved in preparing and handling food having received training in food and hygiene.
- Inform Ofsted and Food Standards Agency if two or more pupils are affected by food poisoning within 14 days of the incident; note: -failure to do constitutes an offence.
- **The School is nut-free and sesame-free** and every effort is made to ensure that this policy is adhered to.
- Pupils with allergies are clearly identifiable for the catering staff as well as teachers and suitable food is provided.
- Ensure that children are adequately supervised whilst eating. This includes: children facing adults when eating to reduce choking risk.
- Food is prepared so as to reduce choking risks.
- Ensure a member of staff with PFA qualification is in sight and hearing of pupils who are eating.
- Ensure all staff are aware of any allergy plans and how to identify and treat anaphylaxis and allergic reactions.

9.3 First Aid

- Four members of staff in the Pre Prep hold a recognised Full Pediatric First Aid certificate, as per Annex A of the Statutory Framework of the EYFS (January 2025).
- The School meets the regulation that new staff qualified post 30 June 2016 and working with EYFS children are trained in Pediatric First Aid.
- The School ensures at least one person is on site with a full Pediatric First Aid certificate.
- Pediatric First Aid training is renewed every three years.
- A list of staff holding a valid Full Pediatric First Aid certificate is displayed in the Kindergarten area.
- A school nurse is on site.

The School will:

- Ensure that there is a first aid box containing appropriate content for use with children which is always accessible. This will be kept in the Kindergarten classrooms and playground.
- Keep a written record of any accidents, injuries and first aid treatment. An accident book will be located in the Pre-Prep building next to the external playground door.
- Inform parents of any accident or injury involving a child and inform parents on the same day, or as soon as is reasonably practicable after, including details of any first aid treatment given.
- Notify Ofsted of any serious incident, illness or injury to, or death of, any child while in their care, and the action taken, within 14 days of the incident occurring; note: failure to do constitutes an offence.
- Notify local child protection agencies of any serious accident or injury to, or death of, any child while in their care, and act on any advice given from these agencies.

10 Managing children's behaviour

The School has a Behaviour Policy an Anti-Bullying Policy and a Physical Handling and Touch Policy all of which pertain to the EYFS

The School will:

- Take full responsibility for managing children's behaviour in an appropriate way.
- Not give or threaten corporal punishment to a child.
- Not use or threaten any punishment which could adversely affect a child's wellbeing.
- Take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child – failure to meet the above requirement constitutes an offence.
- Keep a record of any occasion where physical intervention is used and inform parents on the same day, or as soon as is reasonably practicable.

Note: Physical intervention is defined in the EYFS framework as practitioners using reasonable force to prevent children from injuring themselves or others or damaging property. A person will not be taken to have used corporal punishment where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person, including the child, or to manage a child's behaviour if absolutely necessary, and therefore that person will not have committed an offence. All Prep School staff have completed positive handling training. (see Positive Handling and Touch Policy)

11 Safety and Suitability of Premises, Environment and Equipment

11.1 Safety

The School will:

- Ensure that its premises, both indoor and outdoor, are fit for purpose and suitable for the age of children cared for and the activities provided.
- Comply with health and safety legislation.
- Have an emergency evacuation procedure.
- Take reasonable steps to ensure the safety of children and others on the premises in the event of emergency.
- Have appropriate fire detection and control equipment which is in working order, such as fire alarms, smoke detectors, fire blankets and fire extinguishers.
- Ensure that fire exits are clearly identifiable and that fire doors are free from obstruction and easily opened from the inside.

11.2 Smoking and vaping

The School will:

- Not allow smoking in or on the premises when children are present, or about to be present.
- Not allow staff to vape or use e-cigarettes when children are present, and consider the advice from Public Health England on their use in public places and workplaces.

11.3 Premises and equipment

The School will:

- Ensure that premises and equipment are organised in a way that meet the needs of children and adhere to the relevant indoor space requirements, as outlined in paragraph 3.58 of the EYFS statutory framework.
- Provide access to an outdoor play area.
- Follow their legal responsibilities under the Equality Act 2010; for example, the provisions on reasonable adjustments.
- Ensure that there are an adequate number of lavatories and hand basins available. There are three toilet facilities available in the Kindergarten classroom.
- Ensure there is an area where staff may talk to parents confidentially.
- Ensure that there is an area where staff can take breaks away from areas being used by children.
- Only release children into the care of individuals who have been notified to the provider by the parent and ensure that children do not leave the premises unsupervised.
- Take all reasonable steps to prevent unauthorised persons entering the premises, with agreed procedures and protocols for checking the identity of visitors.
- Carry the appropriate insurance, e.g., public liability insurance.

11.4 Risk assessment

The School will:

- Take all reasonable steps to ensure that staff and children are not exposed to risks, and be able to demonstrate how they are managing risks.

- Carry out daily risk assessments to ensure the environment is safe.
- Determine where it is helpful to make some written risk assessments in relation to specific issues in order to inform staff practice and demonstrate how risks are managed if asked by parents or inspectors.

11.5 Outings

The School will:

- Keep children safe on outings.
- Assess the risks or hazards which may arise, and identify the steps to be taken to remove, minimise and manage them. Providers should make a judgement about whether the risk assessment needs to be in writing or not.
- Ensure that adult to child ratios are considered in any risk assessment.
- Ensure that vehicles in which children are being transported, and the driver of those vehicles, are adequately insured.

The Health and Safety Policy outlines the full health and safety policies and procedures.

The School has a Fire Safety Policy in place.

12 Mobile Phones, and Social Media Devices

For the purposes of this policy, the term **“mobile phone”** refers to any electronic device that can be used to take images or record videos, including tablets.

Photography policies and procedures are addressed in full in our Photography and Images Policy.

12.1 Use of personal mobile phones by staff members

Staff members will not use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones will be safely stored and in silent mode whilst children are present.

Staff may take mobile phones on trips, but they will only be used in emergencies and should not be used when children are present. Mobile phones will not be used to take images or videos at any time during trips.

Staff will be provided with a School device to ensure that only school devices are used to take photographs and videos. School devices will have passcode protection.

Staff who do not adhere to this policy will face disciplinary action. Staff will report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

Staff must follow the School's Social Media Policy.

13 Information and Records

Information will be stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the School's Data Protection Policy.

The School will:

- Maintain records and obtain and share information, as appropriate, to ensure the safe and efficient management of the setting and make certain that the needs of all children are met.
- Enable a regular two-way flow of information with parents.
- Ensure that records are easily accessible and available.
- Ensure that confidential information and records about staff and children are held securely and only accessible and available to those with the right or professional need.
- Be aware of its responsibilities under data protection legislation and, where relevant, the Freedom of Information Act 2000.
- Ensure that staff understand their responsibility to protect and respect the privacy of children and the legal requirements requiring confidentiality of information and records.
- Allow parents access to all records about their child, in accordance with the Data Protection Act 2018.
- Retain records relating to individual children for a reasonable amount of time after they have left the setting.

13.1 The following information about the School will be recorded:

- The School's name, address and telephone number
- The School's certificate of registration
- The name, address and telephone number of anyone who will regularly be in unsupervised contact with the children
- A daily record of the names of the children being cared for in School, their hours of attendance, and the names of each child's key person

13.2 Information about the child

The following information will be recorded for each child:

- The child's full name and date of birth.
- The name and address of every parent or carer who is known to the School, including information about all persons who have parental responsibility for the child and which parent the child normally lives with.
- The school must have at least two emergency contact details of the child.

13.3 Information for parents and carers

The following information will be made available to parents:

- The School's privacy notice for parents and children
- How the School delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the School's EYFS and how parents can assist their child's learning at home
- How the School's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Details of the policies and procedures in place in the School's EYFS
- Staffing details, including the name of their child's key person and their role, and a telephone number for parents to contact in an emergency

Ofsted and ISI will be notified if there are any changes to the following:

- The address of the School
- The School's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the School or any person who cares for or is in regular contact with children

13.4 Parental involvement

We recognise that children learn best from strong relationships. We aim to develop respectful, caring, professional relationships with pupils and their families. Parents are children's first and most enduring educators and we value the contribution they make and encourage them to be actively involved in their education both at home and school.

Parents will be invited to termly Parents' Evenings; however, the School has an open-door policy and parents are welcome to talk to teachers at the end of the school day. The Head of Pre-Prep's office will be utilised for confidential discussions between staff and parents.

Parents will be asked to sign permission slips or Microsoft forms, for any visits out of school, use of photographs of their child, and using the internet at school.

Parents will be asked to complete admission forms, a medical form and to write a brief synopsis about their child to help School staff to understand their character and personality.

14 Transition

Transitions are carefully planned both from Nursery to Kindergarten and onto Prep 1. At any transition, we acknowledge the pupils needs and establish effective partnerships with those involved.

Transition from nursery to Kindergarten

- Pupils entering Kindergarten attend familiarisation afternoons prior to assessment.
- Teachers make every effort to visit nurseries to observe children in their nursery environment.
- Pupils are invited to a welcome session before starting in Kindergarten.
- Pupils receive recorded story time with teachers during the summer holiday, a welcome book and soft toy.
- Individual meetings are held with parents to discuss their children's needs.

The following process ensures children's successful transition to Prep 1:

- The children will be invited to a termly visit throughout the year to their Prep 1 class.
- In the Summer Term, Kindergarten and Prep 1 staff will meet to discuss each child's development in terms of the Early Learning Goals and their Characteristics of Effective Learning. This helps Prep 1 Teachers to plan an effective and appropriate curriculum meeting the needs of each pupil.
- Parents will be invited to a 'curriculum briefing' to ensure they know about the routines of Prep 1 and understand the curriculum.

Queries

Queries on this policy should be directed to the Head of Pre-Prep.

Review and Verification

This policy is reviewed annually by the Head of Pre-Prep

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS will be required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

Priorities relating to the EYFS, including staff training and development, are identified in the Whole-School Development Plan.

The Head of the Pre-Prep carries out monitoring of the EYFS as part of the Whole-School monitoring. Whole-School policies apply equally to EYFS as they incorporate mandatory requirements.