

St Paul's CE (VC) First School
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Early Years Policy
Updated June 2016

Early Years Foundation Stage (EYFS) Policy.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At St. Paul's First School, children join Nursery in the year that they turn four and in the Reception class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of developing high quality learning together and to make the most of their abilities and talents for lifelong learning (Reference to Statutory Guidance 2014).

We endeavour to "ensure that children are supported to fulfil their potential within a secure, safe and happy environment where children learn and develop well and are kept healthy and safe. We aim to promote high quality teaching and learning to ensure children's "school readiness" and to give the children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life". (Statutory Framework for the EYFS 2014)

This policy has been updated in accordance with the Statutory Framework for the Early Years Foundation Stage published in March 2014 and effective from September 2014.

We seek to provide:

- **Quality and consistency** so 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 individual child and are assessed and reviewed regularly;
- **Partnership working** between practitioners and with parents/carers;
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS is based upon four principles:

- A unique child - developing resilient, capable, confident and self-assured individuals.

- Positive relationships - supporting the children in becoming strong and independent.
- Enabling environments - where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing - An acknowledgement that children learn in different ways and at different rates

EYFS requirements September 2014

In accordance with the Statutory Framework for Early Years Foundation Stage 2014 (March) there are two elements that include: learning and development and safeguarding and welfare requirements.

Learning and Development requirements

These requirements cover:

- The areas of learning and development that shape activities and experience for children within the EYFS.
- The Early Learning Goals that we must help children to work towards.
- Assessment arrangements for measure progress and sharing and reporting these with parents/carers.

Safeguarding and Welfare Requirements

These are the steps we take to keep children safe and promote welfare.

A Unique Child

We recognise that every child is a competent learner who is constantly learning and can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Positive Relationships

At St. Paul's First School we recognise that children learn to be strong and independent through positive and secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. We will respond to individual needs and develop a strong partnership with parents/carers.

Learning and Developing

We understand that children develop and learn in different ways and at different rates. Effective learning builds and extends upon prior learning and following children's interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning journeys. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff

will enhance play and extend as needed to further individual learning. We will provide a balance between child-initiated and adult-led activities and the balance will shift according to the child's age, stage and maturity.

Special Educational Needs

Inclusion/Special Educational Needs (SEN)

All children and their families are valued at St. Paul's First School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools Inclusion manager (Head Teacher) is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEN.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

Dyslexia friendly

In order to accommodate the individual's particular learning style lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty.

- St Paul's First School understands its responsibility to ensure positive attitudes to diversity and difference - not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society.
- We aim to meet the needs of each child as an individual regardless of difference and diversity.
- All children are entitled to enjoy a full life in conditions which will help them take part in society and develop as an individual, with their own cultural and spiritual beliefs.
- We believe that all children should feel valued and confident and should be cared for in a warm and loving environment. We will work with parents at all stages of the child's education and care to ensure our principles are put into practice.

Our Special Educational Needs co-ordinator is Mrs Claire Jones.

In line with guidance from the E.Y.F.S. and in line with the S.E.N. Code of Practice we will:

- Be alert to the early signs of needs that could lead to later difficulties and respond quickly and appropriately, involving other agencies as necessary.
- Stretch and challenge all children.
- Encourage children to recognize their own unique qualities and the characteristics they share with other children.
- Challenge any inappropriate/negative attitudes displayed by staff, parents/carers or children.
- Engage children in anti-bias activities e.g. stories or persona dolls, which promote positive attitudes to all people regardless of their level of ability, appearance, mobility etc.
- Maintain records suitable for sharing with colleagues in an inter-agency team while acting as a point of contact for a child and their family.

Where staff feel that a child is not progressing in line with his/her peers they will speak to parents in the first instance to seek their opinion and to discuss how the child can best be helped. We aim to make any reasonable adjustments to our setting required by individual children or parents. No outside agencies will be contacted without parental permission.

Where children are identified as needing extra support within the setting this is called **SEN Support** and involves the SENCO the parents/carers and the child's key person working together to write an SEN Support Plan to identify how the child will be given extra support. The four SEND categories that may be discussed include: communication and interaction; cognition and learning; social, mental and emotional health; sensory and /or physical. SEN Support Plans will be reviewed termly by the SENCO, the child's key person and the parents/carers. Should this group, and

particularly the parent, decide that the child needs further support then outside agencies will be contacted as appropriate.

For the very small number of children whose needs cannot be met in the above way and whose needs are more severe and complex, the staff will, with parent's/carer's permission request a formal assessment from the Local Education Authority.

When children transfer to their next setting we will work closely with that setting and the child's parents to ensure a smooth transition for the child.

If one or both parents have significant needs, we will support them to the best of our ability whilst keeping a focus on the child's needs.

All information kept on each child is confidential and Parents and Carers have free access to all information kept on their own child. (Except in exceptional cases where the Data Protection Act 1998 stipulates it is against the best interests of the child to do so.)

Review Process:

This setting is aware of the need to constantly review, monitor and evaluate our practices to ensure that they are effective. It is the duty of the S.E.N. Co-ordinator and the Head Teacher to review the S.E.N. policy annually and to be aware on a daily basis of how this policy works in practice. It is also our responsibility to comply with all relevant legislation including the Equality Act 2010 and the SEN Code of Practice.

Safeguarding Children

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children (see Whole School Safeguarding Children Policy).

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

At St. Paul's First School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012 and the new requirements which are effective from September 2014. We understand that we are required to:

- promote the welfare and safeguarding of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill and promote healthy practices.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- We work in line with the guidance and procedures of the Local Safeguarding Children Board and the Government's statutory guidance 'Working Together to Safeguard children'. Which can be seen here.
<https://www.gov.uk/government/publications/working-together-to-safeguard-children>
- We seek to share information about children in an appropriate manner whilst continuing to maintain confidentiality. We follow the guidance 'Good Practice

in Information Sharing in the Foundation Years found here:
http://www.foundationyears.org.uk/files/2013/11/Good_Practice_Support_in_Information_Sharing.pdf

We follow the Statutory Framework for the Early Years Foundation Stage in the following ways (March update 2014):

- All members of staff are registered with OFSTED and have undergone enhanced CRB checks. Staff are aware that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting).
- All Students are supervised at all times (see **policy on students**).
- Written parental permission will be obtained before children are taken on outings.
- Staff will keep records/observations of all children in the setting. This includes detailed written notes on any disclosure of abuse made by a child.
- Mobile phones are not allowed to be carried by staff or visitors in the setting. All personal phones must be put away with personal possessions. The Head Teacher may, in exceptional circumstances, allow a member of staff to keep their mobile phone with them for a limited amount of time. Staff and visitors will use their phones in designated areas as defined by the Head Teacher.
- Only cameras and other technological devices owned by St. Paul's First School can be used within the school environment. Any technological devices taken off site will be used for the purpose of school trips or will have a secure password.
- Staff will inform Ofsted without delay or within 14 days at the latest, of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation related to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place.
- Staff will also inform Ofsted of the action taken in respect of any allegations as

soon as is reasonably practical but in any case, within 14 days.

- Staff will also notify local children's social care services and, if appropriate, the police of any allegations as above.
- All concerns will be kept confidential.
- We meet our responsibilities under the Safeguarding Vulnerable Groups Act 2006 in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We work in line with the Government's statutory guidance: 'Working Together to Safeguard Children 2013'.
- Each child will be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

Our Lead Practitioner for Safeguarding children is Miss Roberts.

Our second and third designated safeguarding officers are:

2nd: Mrs Richards

3rd: Miss Price

The lead officer is responsible for liaison with statutory children's services agencies, and with the LSCB. It is their duty to provide support, advice and guidance to other members of staff.

All staff at this nursery have an up-to-date understanding of safeguarding children issues and, through in-house training, are aware of the contents of this policy and how to respond to:

- Significant changes in children's behaviour.
- Deterioration in children's general well-being
- Unexplained bruising, marks or signs of possible abuse or neglect
- Comments children or adults make which give cause for concern
- Inappropriate behavior displayed by other members of staff, or any other person working with children e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role or inappropriate sharing of images.
- Issues which cause concern in the child's life at home or elsewhere.

The Foundation Stage Manager is available to discuss initial concerns with parents/carers and offer support and assistance. Should a member of staff have concerns about the well-being of a child they will inform the Foundation Stage Manager or Lead Practitioner for Safeguarding who will take the following action:

- Speak to the child's key worker
- Speak to Parents/carers

If there are still concerns about the child:

- Contact Children's Social Care Services, Ofsted and if necessary, the police, and take advice.

All members of staff have a responsibility to ensure that appropriate steps are taken.

Where staff suspect sexual abuse has occurred or is likely to occur, the Lead Officer for Safeguarding Children and the Foundation Stage Manager may contact Children's Social Care Services without first speaking to parents or carers. For all other concerns, parents or carers will be consulted immediately.

Procedure for checking the identity of visitors

- If a visitor or prospective parent is unknown to the setting their credentials will be checked before allowing them to enter the setting
- We ask for at least 1 form of identification and proof of which organization they may work for.
- We ensure that any visitor or prospective parent is supervised throughout their visit
- We record that ID has been checked, together with the visitor's name, reason for visit, time and date in our Visitor's book/log.

Parents and Carers have free access to all information kept on their own child. (Except in exceptional cases where Data Protection Act 1998 stipulates it is against the best interests of the child to do so.)

Essential Contact Details:

Local Safeguarding Children's Board

Staffordshire Safeguarding Children Board

Wedgwood Building

Tipping Street

Stafford

ST16 2DH

Email: www.staffsscb.org.uk

Office email address: sscb.admin@staffordshire.gov.uk

Office Administration Contact Number: 01785 277151

Social Care Services for Staffordshire

Free phone

0800 1313 126

8:30am - 5:00pm Monday to Thursday

8:30am - 4:30pm Friday

email: frist@staffordshire.gov.uk

write to :

First Response Team

Wedgwood Building

Tipping Street

Stafford

ST16 2DH

In an emergency, outside office hours, please call 0845 6042886.

Ofsted Whistleblowing advice line :

Our hotline

You can contact the hotline in three ways.

Call on 0300 123 3155 (Monday to Friday from 8.00am to 6.00pm).

Email at whistleblowing@ofsted.gov.uk.

Write at:

WBHL

Ofsted

Piccadilly Gate

Store Street

Manchester M1 2WD

Procedure to be Followed if an Allegation of Child Abuse is made against a Member of Staff

Part of the Safeguarding Policy

- We ensure that all parents know how to complain about staff or volunteers within the setting, including an allegation of abuse.
- The person making the allegation will be treated with respect and assured of a thorough investigation.
- The member of staff will be informed of the allegation and given information about possible actions of other agencies.
- Ofsted will be informed as soon as is reasonably practical and in any case within 14 days of the event occurring and advice taken
- Social Services will be informed and advice taken
- The member of staff may need to be suspended pending further enquiry
- The member of staff will be supported through the process of investigation
- The person making the allegation will be kept informed of progress.
- All information will be kept confidential
- All actions will be in line with the complaints procedure.

Non Collection of Children Policy

St. Paul's First School will work closely with parents and plan time for each key person to work with parents so that they really know and understand the children in their key group. In this way we hope to meet the needs of parents and children to ensure that, among other needs, we provide a service which meets parent's needs for childcare.

However, if a child is not collected at the expected time the following actions will be taken:

The child's key person should inform the class teacher.

The child should continue to be cared for as usual and every effort should be made to make sure the child is not upset by the situation.

It is the class teacher's duty to use all contact numbers to contact a member of the family or approved friend.

If, after 30 minutes the parent or carer has still not arrived and staff have been unable to make contact with another member of the family or family friend it may be necessary to contact Children's Social Care Services and take their advice.

Children will only be allowed to go home with those people identified on the permission for collection form, written permission in the diary for one-off collections, or verbal permission to St. Paul's First School Office.

Parents should always be aware of the procedure to be followed in this situation.

Behaviour Management Policy

Our named practitioners responsible for Behaviour Management are: Head Teacher Miss K Roberts and class teachers Miss R Price and Mrs M Ashley.

These members of staff have the necessary knowledge and skills to advise other staff on behavior issues and to access expert advice if necessary.

Our aim is to provide an environment where children have happy, stimulating lives thus preventing children feeling the need to behave inappropriately. We will follow the School Behaviour Management Policy. To this end we will:

- Praise children for good behaviour on a regular basis.
- Model good behaviour by treating children and adults around us with respect.
- Provide interesting and stimulating activities within a child friendly environment thus preventing children from becoming bored and irritable.
- Observe children closely and use our weekly planning to provide for their individual needs.
- Work closely with parents to support children's exploration of appropriate and inappropriate behaviour.

If children behave in a consistently inappropriate manner e.g. hurting other children, verbally abusing children or staff, destroying play equipment, then we will:

- Use our observations to try to pinpoint trigger points and to improve our environment if appropriate.

- Help children who find it difficult to get on with others by showing them how to play and be friendly with other children.
- Give the child more one to one time in which they may be able to explain why they are behaving in this way.
- After consultation with parents, use a time out system for children aged over 2 years, of between 2 and 5 minutes when they will be removed from the play area to a quiet area. During this time the child's key person will explain why they have been taken away from the play area. This system will be used consistently by all staff. Children under two years of age will be distracted from any situation which the staff feel is a problem and supported to join in more appropriate activities.

Where this does not result in an improvement of behaviour we will ask parents for permission to seek outside help.

Staff at this nursery will not use corporal punishment or any other punishment which physically hurts the child or may humiliate them. Nor will they threaten to do so. Parents are asked not to smack their children or shout at them whilst on nursery property in order to ensure consistency for all children.

Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour will be recorded and parents will be informed about it on the same day or as soon as is reasonably practicable.

Biting

Many children go through a stage of biting other children and adults. We know this is an emotive subject and when this occurs, particularly if a child bites regularly, the following procedure will be followed:

The child who has been bitten will be comforted by their key person or other member of staff and any required medical treatment given.

The child who has bitten will be taken from the play area and told, in a manner appropriate to the child's age that the behaviour was unacceptable by a member of staff.

Sanctions will be applied as stated in the behaviour management policy.

Staff will use their written observations and knowledge of the child to try to pinpoint trigger points and reasons.

The incident will be reported in the incident sheets in the behavior log folder.

Parents of both children will be informed. Parents of the child who has been bitten will not be told the name of the child who bit them.

Confidentiality

At St. Paul's First School staff understand that all information about children and their families is confidential and should never be discussed outside the nursery. The Head Teacher ensures that all staff members are aware of the need to maintain privacy and confidentiality.

All information kept on children will only be shared with the parents/carers, key worker, class teachers and Head Teacher. Occasionally we may need to share records with other staff or outside agencies. Parents/carers will always be consulted first about this.

Staff will not discuss any child with anyone other than parents/carers or senior staff at the setting.

All members of staff and students will have this policy explained to them and be expected to sign to say they agree to it.

Records of progress across the Early Years Foundation Stage are usually passed on to schools when the child leaves our setting. If parents prefer this not to happen then their wishes will be respected.

No information will be passed on to other agencies without permission from parents/carers. Where there is an issue about child protection then the child's welfare will be put first and the Safeguarding Children policy will be followed.

Parents and Carers have free access to all information kept on their own child. (Except in exceptional cases where Data Protection Act 1998 stipulates it is against the best interests of the child to do so.) We also have regard to the Freedom of Information Act 2000.

Working in Partnership with Parents and Carers

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- inviting parents to come and talk about their child before their child starts in our school;
- the children have the opportunity to spend time with their teacher before starting school during transition sessions;
- support children through the transition from Nursery to Reception with the children attending part time and in smaller groups within an agreed period at the start of the Autumn term. This is also to support staff and parents in getting to know each other as well as the children.
- inviting all parents to an induction meeting during the term before their child starts school and again during the first half term of the child's Reception year in order to detail how we aim to work with their child particularly in relation to routines, literacy and maths;
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions, celebration assemblies, school visits;
- providing parents an opportunity to celebrate their child's learning and development by engaging with the setting's Home In Partnership schemes which inform planning and provision;
- ensuring all parents know that their child's teacher and teaching assistant are their key workers and can approach them at beginning and ends of session;
- by providing a quiet and confidential area where parents are able to discuss any concerns.

Close working between early years practitioners and parents is vital for the identification of children's learning needs and to ensure a quick response to any area of

particular difficulty. Parents, carers and families are central to a child's well-being and we aim to provide a regular two-way flow of information between them and the setting. With this in mind staff will:

- Involve parents/carers in planning what their child will be doing at the setting.
- Give information on health and well-being at the end of a session or as soon as deemed necessary as appropriate. This may include relevant toileting information and any incidents during the session.
- We will record and act on information from parents about a child's dietary needs.
- Regularly discuss progress and development along with any concerns parents or staff may have.
- Ensure that copies of the inspection report are provided to all parents as included in whole school policies.

Each child will be allocated a Key Person whose role is to help the child to become familiar with the provision and to feel confident and safe within, developing a genuine bond with the child (and the child's parents) and offering a settled, close relationship.

If parents/carers wish to speak to their key worker or any other member of staff in private then this can be arranged.

The following information will be provided for parents:-

- How the EYFS is being delivered in the setting, and how parents and/or carers can access more information;
- The range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and carers can share learning at home;

- Our policies and procedures.
- The food and drinks which we provide
- Staffing in the setting; the name of their child's key person and their role; and a telephone number to contact in an emergency.

Parents and Carers have free access to all information kept on their own child. (Except in exceptional cases where Data Protection Act 1998 stipulates it is against the best interests of the child to do so.)

Accidents and Emergencies

Most children will have occasional falls and minor accidents at some point during their time in the setting. Whilst staff will take all reasonable steps to ensure that hazards to children - both indoors and outdoors - are kept to a minimum, we recognise that children need to explore and test their own developing physical abilities and may therefore occasionally injure themselves. When such an accident occurs staff will:

- Comfort the child and provide any necessary first aid treatment provided by a designated First Aid member of staff;
- Record details of what happened in the accident book including any treatment given;
- Ensure that whoever collects the child has the original and school keep the facsimile;
- Bring the accident to the notice of the class teacher who will consider any changes which need to be made to equipment or routines etc. in order to prevent the same accident happening to another child.

We keep an appropriately stocked first aid boxes in each classroom.

In the extremely rare event that your child needs hospital treatment we will contact you immediately and arrange to meet you at the hospital. Your child will be transported by ambulance or taxi at our expense and the child's key person or another member of staff will travel with them.

We will notify Ofsted and the local child protection agency as soon as possible and in any case within 14 days, of any serious accident or injury to, or serious illness of any child whilst in our care and act on any advice given.

At least one member of staff who has a current paediatric first aid certificate will be on the premises at all times when children are present and also on any outings.

Medication and Sickness Procedure

(See also - Accident and Emergency Policy)

At St Paul's we have a First Aid and Medication policy. We have a duty to ensure that all children at our setting are helped to stay healthy. Our policy therefore is that when a child is ill they should be taken home as soon as possible and not return until they feel well and are not contagious. When a child is absent from school due to illness, parents should inform school as soon as possible of how their child is and when they are likely to return. Also if the child has a specific diagnosis it would be helpful for staff to have that information. We also need to have sufficient information about the medical condition of any child with long-term medical needs.

If a child becomes ill at nursery staff will:

- Care for the child appropriately
- Inform parents so that the child can be collected as soon as possible.

Medication

We are happy to administer medicine to your child where it has been prescribed by a doctor, dentist, nurse or pharmacist. Medicines containing aspirin will only be administered when prescribed by a doctor. Parents will be asked to sign a form showing the name of the medicine, dosage and times the medicine is to be given.

For non-prescription medication e.g. eczema cream we require prior written consent of the parent/carer and will only administer this when there is a health reason to do so and a health plan completed.

Staff working with children are not legally obliged to administer medication and therefore the person giving the child medicine may not be the child's key person.

When medicines are administered, an extra member of staff will be present to ensure the correct amount is given at the correct time. Both members of staff will sign a form giving details and this will be passed to the parent/carer at the end of each day.

If we have reason to believe that any child is suffering from a notifiable disease identified as such in the Public Health (Infectious Diseases) Regulations 1988 we will inform Ofsted. We will act on any advice given by the Health Protection Agency and inform Ofsted of any action taken.

Intrusive Medication

If a child needs to have intrusive medication at school such as suppositories then the parents must first speak to the Head Teacher. In cases such as this where the administration of prescription medicines requires technical/medical knowledge then individual training must be provided from a qualified health professional. Training should be specific to the individual child concerned.

Existing or On-Entry Injury Form

Child's Name	
Parent/Carer's Name	
Name of Staff who observed injury	
Signature of Staff	
Date	
Injury Observed	

Any other relevant details	
Parent/carer's signature	

Students

Like most settings we often have students working here with the children. This gives an opportunity for them to gain first hand experience and is good for the children who benefit from the extra attention. Students are always supervised.

Occasionally, individual students aged 17 and over who are on long-term placements and staff working as apprentices in early education aged 16 or over may be included in the ratios if we are satisfied they are competent and responsible.

All students and staff will be subject to an enhanced CRB check.

As part of their college work, students may wish to observe specific children.

Permission will always be sought from parents/carers before this happens.

Health and Safety

(See also: Accidents and Emergencies, Medication and Sickness

Policies)

St. Paul's First School is committed to the highest standards of health and safety for children, staff, parents and visitors. In order to ensure this, we will:

- Conduct a risk assessment and review it regularly - at least once a year or more frequently where the need arises. The risk assessment will cover outdoor and indoor spaces, furniture, equipment and toys. A record will be maintained of areas which have been checked.

The following areas will be considered when a risk assessment takes place:

- Boundaries and gates
- Water hazards, e.g. ponds, drains and pools
- Hazardous substances and equipment
- Hazardous plants
- Pets and other animals
- Electricity and gas
- Socket covers
- Doors, windows and glass
- Floors and stairs
- Stacked furniture
- Kitchen and food preparation/access to the kitchen
- Hot appliances
- Hygiene, cleanliness and minimising the risk of infection
- Outings and trips
- Fire safety
- Condition of toys and other equipment
- Sandpits and their protection from contamination
- Furniture, equipment and toys

- The arrangements for monitoring children who are sleeping
- Any hanging cords such as those on window blinds or drawstring bags

It is the duty of all staff to:

- Ensure that all children are supervised by adults at all times.
- Keep an accident book (see Accident and Emergency Policy)
- Maintain a system for children's arrivals and departures to ensure children's safety and make sure all staff members and parents are aware of this system.
- Check outdoor space daily before children are allowed to go outside.
- Ensure fire regulations are adhered to including regular fire drills and that all smoke alarms, fire extinguishers etc. are in working order.
- Ensure adults do not have hot drinks without lidded cups in the rooms where children are present and cups are kept in the adult sinks in both classrooms and plastic cups should be used for cold drinks.
- Maintain a correctly stocked first aid box.
- Ensure that when potentially dangerous activities such as woodwork and cooking take place, these activities are closely supervised.
- Ensure that sleeping children are always within sight of an adult.
- Ensure that materials offered to children are developmentally appropriate, as equipment suitable for older children may pose a risk to less mature or younger children.
- Fresh drinking water is available at all times
- Teach children hand-washing routines and other health related issues in a developmentally appropriate way.
- To ensure that when children are on outings a risk assessment has taken place to include staff ratios. This risk assessment may not be written but must have taken place and all staff must be aware of it.

In line with the EYFS statutory framework 2012, at St. Paul's First School we undertake;

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer."

- At St. Paul's First School a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day." (Statutory framework for EYFS 2012)
- Fresh drinking water is available at all times
- Children's dietary needs are recorded and acted upon when required
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy).
- A Paediatric First Aider is on site at all times.
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment
- A fire and emergency evacuation procedure and policy
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.
- Appropriate clothing, in particular in relation to the wearing of heels (stilettos or a heel that comes to a point). Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

It is the duty of the Head Teacher to:

- Know and implement the nursery policies and national safety requirements relating to the premises, the staff and the children. This includes all new legislation as and when it becomes legally required.
- Ensure that fire and safety equipment conform to the required safety standards.
- Ensure there is a clearly understood evacuation procedure which is practiced on a regular basis.
- Ensure fire doors are clearly recognized and are free from obstructions.
- Ensure that the required number of staff have regular updated safety training from relevant agencies and receive certificates as evidence of this.
- Ensure insurance policies are relevant and up to date.
- Ensure that vehicles in which children are transported, and the driver of those vehicles, are adequately insured.

Equality of Opportunity/Diversity

(See also Behaviour Management Policy, Admissions policy and
Inclusion Policy)

St. Paul's First School works in accordance with all relevant legislation including the Equality Act 2010. Staff at this setting believe in promoting equal opportunities for everyone and value diversity in children, parents, carers, staff and visitors. We believe that all children have an entitlement to have equal access to a broad balanced, relevant and differentiated curriculum. Staff strive to ensure that all children develop self-confidence and high esteem whilst recognising and valuing differences between themselves and others.

The diversity of individuals and communities is valued and respected. No child or family is discriminated against.

The member of staff with responsibility for Equal Opportunities is: Miss K Roberts Head Teacher.

It is this member of staff's responsibility to review, monitor and evaluate the effectiveness of our inclusive practices.

However it is the responsibility of all staff to understand and promote equal opportunities through:

- Attending suitable training.
- Encouraging children to recognise their own unique qualities and the characteristics they share with other children.
- Working with families to ensure that individual information is gained for each child about such things as family customs and beliefs, home language, dietary requirements etc.

- Monitoring the curriculum and use of resources to ensure a broad and balanced curriculum that reflects our culturally diverse society and which is suitable for both active and more passive children.
- Promoting an anti-bias curriculum to actively challenge negative feelings towards and stereotyping of others. This will be partly through using dolls, puppets and books to tell stories which help children to question their own feelings and views and to promote a sense of justice and fairness.
- Challenging negative comments from both children and adults.
- Providing a range of equipment which reflects a diverse society such as dual language books, home corner equipment which reflects a range of home cultures, stories which reflect the diversity of our society, small world equipment etc.
- Celebrating a wide range of cultural festivals using appropriate teaching materials.
- Writing notices in a variety of community languages.
- All children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability will have the opportunity to experience a challenging and enjoyable programme of learning and development

Bullying

(See also Behaviour Policy)

Whilst bullying amongst children in the Early Years is rare due to their age and the level of supervision, should this occur, staff will take the issue seriously and will work with parents of both or all of the children involved.

All parties will be supported by their key person and other members of staff if appropriate. The behavior management policy will be adhered to.

We will always help children who find it difficult to get on with others by showing them how to play and be friendly with other children.

Parents will be informed and the situation will be reviewed regularly. With parents' permission, help may be sought from outside agencies if the situation does not improve.

Key Person

In order to meet the individual needs of all children we will assign a key person to each child upon entry.

The key person will help the child to become familiar with the provision and to feel confident and safe within it.

The key person will meet the needs of each child in their care and respond sensitively to their feelings, ideas and behaviour. This will include talking to the child, comforting them, making an appropriate environment for their needs and having input into planning an appropriate curriculum.

The key person will endeavour to make close links with the parents or carers of their key children to make sure that each child is being cared for appropriately and in line with the wishes of each family.

The key worker will maintain the learning journeys of the children in their group. This will include collating information from: 2Simple, observations from continuous provision, photographs, adult-led activities and shared group activities, home in partnership observations, the child's voice and any other relevant information. The key worker will highlight the relevant age and stage in their learning journey profiles.

Missing/Lost

Children

Whilst it is extremely unlikely that a child will go missing from St. Paul's First School, should this happen, the following procedure will be followed:

- The Head Teacher or senior member of staff present will be alerted. They will make enquiries of other members of staff to find out where and when the child was last seen.
- An immediate search of the premises will take place inside and out.
- Ensuring that other children are adequately supervised, one or two members of staff should search the immediate area outside.
- If the child is not found within 10 minutes then police and parents should be contacted in that order.
- During this time, available staff should continue to search the surrounding area, widening the search over time. Mobile phones should be used to keep in touch with the staff remaining in the setting if possible. In this situation, permission to use personal mobile phones is given automatically.
- When the child has been found staff should meet as soon as possible to re-do the relevant risk assessment.

Learning and Development

Teachers and teaching assistants provide the curriculum in the Reception class of up to a class size of 30 children and a class of up to 26 children in Nursery. The appropriate ratios and qualifications outlined in the Statutory Framework for the Early Years Foundation Stage (March 2014) will be adhered to.

There are seven areas of learning and development of which three are "prime areas," and four "specific areas." The prime areas are

- Communication and language (Listening & Attention; Understanding; Speaking)
- Physical development (Moving & Handling; Health and Self-Care)
- Personal, social and emotional development (Self-confidence and Self Awareness; Managing Feelings and Behaviour; Making Relationships)

The specific areas are

- Literacy (Reading and Writing)
- Mathematics (Numbers and Shape, Space and Measures)
- Understanding of the world (People and Communities; The World; Technology)
- Expressive arts and design (Exploring and Using Media and Materials and Being Imaginative)

Through careful assessments and observations, including information provided by parents and other settings, children's age and stage are assessed. We will provide learning opportunities for the seven areas of learning as all are important and interconnected. Practitioners working with the youngest children are expected to focus strongly on the three prime areas. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. The three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning. Also we will provide a balance between child-initiated learning and adult-led activities depending on children's age, stage, maturity, progress and will work towards "school readiness" at the end of the Reception year. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the Head Teacher/SENCO in order to access Special Educational Needs support.

We will make reasonable steps to provide opportunities for children whose home language is not English and will support their language development at home.

At St. Paul's First School:

"Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1." (Statutory Framework for EYFS 2012)

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At St. Paul's First School we support children in using the three characteristics of effective teaching and learning. These are;

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Taken from statutory framework for the EYFS 2012)

Religious Education is also taught in the Reception class in accordance with Staffordshire Agreed Syllabus.

Assessment

Assessment plays an important part in helping parents/carers and practitioners to recognise children's progress, understand their needs, and to plan activities and

support. On-going assessment is an integral part of our process for children's learning and development. Observations of children will help us to understand children's level of achievement and learning styles in order to shape appropriate learning experiences. Practitioners should respond to day to day observations about children's progress and observations shared by parents/carers.

We assess children in accordance with the Statutory Guidance for the Foundation Stage Framework 2014. The Early Learning Goals define the level of progress children should be expected to have attained by the end of the Reception Year. There are seventeen Early Learning Goals within the three prime areas and specific areas of development as already outlined. Assessment should not entail prolonged breaks from interaction with children. Paperwork should be limited to that which is absolutely necessary to that which will promote children's successful learning and development. Parents/carers should be kept up to date with their child's progress and development. We will address any learning and development needs in partnership with parents/carers and any relevant professionals.

We will encourage parents/carers to share information from the progress check at age two with us and other relevant professionals. We will also encourage parents/carers to share any other information that will be helpful to us to plan for children's individual needs. We will only share information with relevant professionals with the consent of parents/carers unless exempt under the child protection act (see Safeguarding Policy).

The Reception teacher will complete the Early Years profile for each child no later than the 30th June at the end of the Reception Year. The profile will assess each child against the early learning goals and will indicate whether a child is meeting the expected level of development, if they are exceeding expected levels or not yet reaching expected levels ("emerging"). This profile will provide a well-rounded picture of a child's knowledge, understanding and abilities and their progress against expected levels and readiness for Year One will be shared with parents/carers along with a commentary of the characteristics of learning for their child. There will be opportunity for parents/carers to discuss the profile with the Reception class teacher on an agreed date and time. The information will be shared with the Year One teacher in order to them to plan and provide a smooth transition into Year One. If a child moves school during the Reception academic year the original school will send their assessment of the child's level of development against the early learning goals to the relevant school within 15 days of receipt of request. For children in Nursery the relevant documents

will be sent within this time frame. If a child moves during the summer term of the Reception year we will agree which setting will complete the profile. The results will be sent to the local authority as requested.

At St. Paul's First school our profile will reflect upon:

- the children's learning journeys
- on-going observations
- any relevant records
- discussions with parents/carers and any other adult or professional

The profiles will be completed for all children by the Reception Teacher.

Transition

From Nursery /Feeder settings

During the summer term prior to a child's entry into the Nursery or Reception year, the following procedures have been put into place to ensure successful transition

- Parents are invited to a meeting to ensure they know about school procedures and any concerns they may want to express.
- During the summer term parents are encouraged to complete an "all about me" booklet. It is used during the Autumn term to support transition and to inform planning.
- The children are invited to three separate visits to their reception class. One of these visits is without parents.
- Members of staff from St. Paul's First School make visits to feeder settings wherever possible. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.
- All children who are new to the setting may visit with their parent/carer and any other setting key worker is welcome.

- Children requiring extra support will have additional visits regardless of their setting. Often these children will have been identified as requiring additional support or are part of the Common Assessment Framework (CAF) process.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1. Children transferring to a Reception setting from Nursery will also have their development assessed against 'age and stage' from 'Development Matters'. The profile report and a short commentary on each child's skills and abilities in relation to the three characteristics of effective learning will be provided to parents and the child's next setting.

June 2016.