West Ashton Church of England Primary School

Early Years Policy

Date: Sept 2022

Review date: Sept 2023

‘You will shine among them like stars in the sky.’

Philippians 2:15

Statement of intent

At West Ashton Primary school, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant DFE 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.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's school readiness and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- Quality and consistency, so that every child makes 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 every child is included and supported.

Framework

This policy has due regard to statutory legislation, including , but not limited to, the following:

- Childcare Act 2008
- The safeguarding Vulnerable Groups Act 2006
- The GDPR
- Data Protection Act 2018
- DFE (2017) Statutory framework for the early years foundation stage
- DFE (2018) Keeping children safe in Education
- DFE (2018) Working together to safeguard Children
- DFE (2015) The prevent duty

This policy is intended to be used in conjunction with the following school policies:

- Assessment policy
- Early years supervision Policy
- Behaviour Policy
- SEND policy
- Teaching and learning Policy
- CP policy
- Drug and alcohol policy
- School food policy
- Equal opportunities policy
- Administering medicines policy
- Health and safety Policy
- Data protection Policy

- Photography Policy
- Complaints procedure Policy

Roles and Responsibilities

Acorn Education Trust have the overall responsibility for ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the schools safeguarding policy and photograph policy.

The Academy council are responsible for ensuring there is a policy in place in the event of an allegation being made against a member of staff. These issues are addressed in the schools Allegations of Abuse against staff Policy.

The Academy council has responsibility for the implementation of this policy.

The Academy council has responsibility for ensuring this policy does not discriminate on any grounds, including but not limited to ethnicity, culture, religion, gender, disability or sexual orientation.

The Academy council; has responsibility for handling complaints regarding this policy, as outlined in the school's complaints Policy.

The EYFS lead and Head teacher have responsibility for the day to day implementation and management of this policy.

Staff including teachers, support staff and volunteers are responsible for familiarising themselves with and following this policy.

Staff including teachers , support staff and volunteers are responsible for remaining alert to any issue of concern in children.

Aims

Through the implementation of this policy we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere
- Support children in building relationships through the development of social skills such as cooperation and sharing
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential

Guiding principles shape our practice

- Each 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 in different ways and different rates

To put these principles into practice, the school:

- provides a balanced curriculum which takes children's different stages of development into account
- promotes equality of opportunity and anti-discriminatory practice
- works in partnership with parents
- plans challenging learning experiences, based on individual needs, which are informed by observation and assessment
- implements a key person approach for our nursery children to develop close relationships with children
- provides a safe and secure learning environment

<u>Learning and development</u>

The EYFS curriculum is based on an observation of children's needs, interests and stages of development. In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education. There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into sections – prime and specific, however all the sections are interconnected and important.

The prime areas of learning and development are:

- Communication and language
  - Listening and attention
  - Speaking

- Physical development
  - Gross Motor Skills
  - Fine Motor Skills

- Personal, social and emotional development
- Self-Regulation
- Managing Self
- Building Relationships
-

The specific areas of learning and development are:

- Literacy
- Comprehension
- Word Reading
- Writing

- Mathematics
- Numbers
- Numerical Patterns
-
- Understanding the world
- Past and Present
- People. culture and communities
- The Natural World

- Expressive arts and design
- Creating with Materials
- Being imaginative

Activities are planned to reflect children's interests an individual circumstances in order to provide each child with a challenging and enjoyable experience.

The EYFS lead will discuss any cause for concern in a child's progress especially in the prime areas of learning, with the parents. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have a special educational need or disability which requires additional support.

The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if a child is found to not have a strong grasp on English, then EYFS lead will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.

Each area of learning and development will be implanted through a mix of adult-led and pupil-initiated activity

The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.

Activities are planned with regard to three characteristics of effective teaching and learning in EYFS:

- playing and exploring – children investigating and experience things
- active learning – children concentrate, keep trying if they encounter difficulties and enjoy achievements.
- creative and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Further information regarding EYFS teaching and learning are set out in the school Teaching and learning Policy.

<u>Inclusion</u>
All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

The equal opportunities policy ensures the needs of all children are met, regardless of any protected characteristics they have.

The schools SEND policy ensures all children receive the support they need and are given the best learning experience possible.

SEND in the EYFS setting will be monitored and managed by the school's SENCO.

The learning environment and outdoor spaces

The classroom is organised in such a way that children can explore in a safe environment.

Children have access to an enclosed outdoor play area, and daily outdoor activities planned, the outdoor environment is used daily as an extension to the indoor learning environment, our bespoke covered area allows us to use this facility regardless of the weather unless circumstances, such as extreme weather, would make outdoor activity inappropriate and unsafe.

There are toilet facilities and hygienic changing facilities located close to the EYFS unit containing a supply of spare clothes and changing equipment.

Assessment

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.

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.

Formative assessments are used to assess the learning and development of children in EYFS. Staff members will observe children to understand their level of achievement , interests and learning styles. This information will then be used to shape learning experiences for each child.

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

Assessment procedures are set out in full in the school's Assessment policy.

Safeguarding and welfare

All necessary steps are taken to keep the children in our care safe and well.

Any safeguarding or welfare issue will be dealt with in line with the CP and safeguarding policy and all members of the EYFS staff are required to read this as part of their induction training.

The DSL is Mrs A. Blake-Thwaite
The DDSL is Mrs L. Osayamwen.

The DSL is responsible for safeguarding children and liaising with local children's services as appropriate.

The deputy DSL will undertake the duties of the DSL in her 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.

Mobile Phones

For the purpose 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 the school photography policy.

Staff members may not use personal mobile phones or camera when children are present.

Mobile phones should be safely stored in silent mode whilst children are present.

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

Staff who do not adhere to this policy will face disciplinary action.

Staff may use their professional judgement in emergency situations.

Staff must report any concerns about another member of staff's use of mobile phones to the DSL, following the procedures outlined in then CP and safeguarding policy and the Allegations of abuse against staff policy.

Staff are provided with a school device to ensure that only school devices are used to take photographs and videos.

School devices must have password protection.

School devices must only be used for work related matters.

Staff must not take photos of bruising or injuries for child protection reasons. Instead recording the concerns forms and body maps are used to record observations relating to child protection concerns – these can be acquired from the DSL.

School devices must not be taken off school premises without prior permission from the head teacher.

Where staff members have concerns over material on a school device, they must report all concerns to the DSL, following the procedures outlined in the CP and safeguarding policy.

Use of mobile phones by parents, visitors and contractors

Parents may take photographs and videos only containing their own child during school events.

Parents, visitors and contractors are not permitted to take photographs or record videos without prior permission.

Parents my take group photographs at school events but only with the informed consent of the parents of the children involved.

The school strongly advises against the publication of any photographs or videos taken at school events on social media.

The staff must report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Child protection and safeguarding policy.
Use of school's mobile phones and cameras.

Health and Safety

A first aid box is located in the kitchen, in the cupboard on the left hand side of the fridge and one located in the Reception classroom.

Only medicine proscribed to the child by a doctor, dentist, nurse or pharmacist will be administered.

The schools Administering Medications policy outlines the procedures for administering medicines.

The EYFS lead will report any accident or injury involving a child to their parents on the day it occurs, and any first aid treatment administered to a child will also be reported to their parents.

Accident and injuries will be recorded on an accident form, located in the Reception classroom and in the playground first aid kit.

The head teacher will report any serious accident, illness, injury or death of a child whilst in the schools care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.

The school has a Fire Evacuation Plan in place.

Any food or drink provided to children is healthy, balanced and nutritious as outlined in the whole school food policy.

The head teacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident.

Information about dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded.

Fresh drinking water is available at all times.

Smoking is not allowed on the school premises.

The schools' Health and Safety policy outlines full health and safety policies and procedures.

Staff taking medication or other substances

The school implements a zero tolerance approach to drug and alcohol misuse, as outlined in the drug and alcohol policy.

The use of alcohol or any other substances that may affect the ability to care for children by a member of staff will not be tolerated. If there is a reason to believe a member of staff is under the influence of alcohol or any other substance, they will not be allowed to work directly with children and further action will be taken.

Any members of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly.

Any medication used by staff is securely stored in the school office.

Staffing

A robust recruitment policy is in place which aims to ensure that members of staff employed in the EYFS unit are suitable.

Upon employment, all EYFS staff receive induction training to ensure they understand their roles and responsibilities, including information about emergency evacuation procedures, safe guarding, child protection and health and safety.

All members of staff who have contact with children and families will be supervised by the EYFS lead. See the EYFS Supervision Policy.

The EYFS lead holds a teaching qualification. At least half of the other EYFS staff hold a full and relevant level 3 qualification.

There will be at least one member of staff on the school premises at all times who has a current paediatric first aid certificate. All newly qualified staff with a level 2 or 3 qualification will be PFA trained. The school will organise for the PFA to be renewed every three years.

The list of staff who hold a PFA certificate can be found in the office.

The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the statutory framework for the Early Years Foundation Stage.

The school adopts the following staffing ratios:

For children aged three and over:
Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one member of staff for every 13 children, and at least one other member of staff who holds a full and relevant level 3 qualification.
Where a member of staff does not hold a QTS status, early years professional status, or another suitable level 6 qualification at least half of all the other staff must hold a full and relevant level 3 qualification.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.

Each child is assigned a key person whose role it is to help ensure that every child's care is tailored to meet the individual needs. The EYFS lead will inform parents of whom their child's key worker is and will explain the role of the key person when their child begins attending school.

Information and records
Information is stored in line with the GDPR and data protection Act 2018 and with regard to the school's data protection policy.

The following information is recorded for each child:

- the child's name and date of birth
- the name and address of every parent or carer who is known to the school, and which parent or carer the child normally lives with
- the emergency contact details of the child's parent or carer

The following information about the school is recorded:

- the schools name, address and telephone number
- the school's certificate of registration
- the name and 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 the school, their hours of attendance, and the names of each child's key person

The following information is made available to parents:

- the schools privacy notice for parents and pupils
- how the school delivers curriculum including EYFS and how parents can access more information
- the daily routine and the activities offered in the schools EYFS and how parents can assist their child's learning at home
- how the school supports children with send including those in EYFS
- details of food and drink provided to the children
- information about the policies and procedures in place in the school

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

- the address of the school
- the schools 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 to look after children

Parental involvement

Parents are invited to Parents Evenings twice a year, however, the school has an open door policy and parents are welcome to talk to teachers at the end of the day.

Parents are asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.

Parents are asked to complete admission forms, a medical form and to write a brief synopses about their child to help the school to understand their character and personality.

Monitoring and review

This policy is reviewed annually by the Headteacher.

Any changes made to this policy will be communicated to all members of staff.

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