

Love Learn & Grow Together



**St. Teresa of Lisieux RC
Primary School
Early Years Foundation Stage
Policy**

Issue Number	Date	Summary of Amendments	Review Date	Signed by CoG
01	Spring Term 16	First Version	Spring Term 17	
		2 nd Version	Autumn Term 18	

St. Teresa of Lisieux RC Primary School

Early Years Foundation Stage Policy

In our school we believe that every child deserves the best possible start in life and support to achieve to their full potential. A child's experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important and provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years provision they want to know the provision will keep their children safe and help them thrive. The Early Years Foundation Stage is the framework that provides that assurance. The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, children may join us at three in our Nursery class part time or at the beginning of the school year in which they are five. In our Reception class children start part time in the Reception class for the first week and then attend full time.

Our EYFS setting remains based upon these four principles:

- A Unique child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

We recognise that every child is a competent learner who 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 and star of the day as well as celebration assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against any child. All children are treated fairly regardless of race, religion or abilities. We value every child and family in our school. We believe that all children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. In EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls; children with special educational needs; children who are more able; children with disabilities; children from all social and cultural backgrounds; children of different ethnic groups and those from diverse linguistic backgrounds.

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 opportunities for children to develop language and communication skills:
- planning challenging activities for children if necessary 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.

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 to 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)

Welfare

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.

We understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage : setting the standards for learning ,development and care for children from birth to five, Dfe 2014. Having regard of other key documents such as – Inspecting safeguarding in early years, education and skills settings (June 2015) ; School Inspection Handbook (June 2015) ; Keeping children safe in education (March 2015) and Working together to safeguard children (March 2015) We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread on infection and taking 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 have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment are 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.

All of the above requirements are covered in greater detail within our EYFS policies and procedures available in a hard copy from the office or on our school website.

Positive Relationships

We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution that they make.

We recognise the role that parents have played, and their future role, in educating the children we do this through:

- inviting parents into our Nursery or Reception class to look around and ask questions before enrolling their child in our school:
- offering home visits:
- talking to parents about their child before their child starts in our school:
- the children have the opportunity to spend time with their teacher before starting school:
- inviting all parents to an induction meeting during the term before their child starts school:
- offering parents regular opportunities to talk about their child's progress in our Nursery and Reception class and allowing free access to their children's 'Learning Journey' booklets:
- encouraging all parents to talk to the child's teacher if there are any concerns. There is a meeting for parents each term during which the teacher and the parent discuss the child's progress. Parents receive a report on their child's attainment and progress at the end of the EYFS:
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Stay and Play sessions, Workshops, Class assemblies, Sports Day etc.:
- providing space in the children's 'Learning Journey' booklets for parent's, children and teachers to leave comments relating to achievements.

All staff involved in the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. Each child in our Nursery and Reception class has a named Key Person. We have good links with Ellergreen Children's Centre. Regular visits are undertaken by the EYFS teacher and Head teacher. The EYFS teacher meets with staff to discuss intake. Children, parents and staff from the child's previous setting are invited into our school to experience the environment and meet our staff. We aim to ensure continuity and coherence by sharing information about the children's achievements.

Enabling Environments

We recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observations, Assessment and Planning

Individual needs and children's interests are identified and planned for with a balance of planned adult led and a range of child initiated activities. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in the children's individual 'Learning Journey' booklets. These also contain information provided by parents and other settings. We record judgments against the EYFS Profile. Each child's level of development is recorded as emerging, expected or exceeded against each of the seventeen Early Learning Goals. Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's. We give parents the opportunity to discuss these judgments with the EYFS teacher.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. A visual timetable shows children and parents a typical day's experience. There are areas where the children can be active or be quiet and rest. The classroom is set up in learning areas, where the children are able to find and locate equipment and resources independently. The EYFS has its own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all seven areas of learning.

Learning and Development

We recognise that children learn and develop in different ways and different rates. We value all areas of learning and development equally and understand that they are inter connected.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS. These features are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement:
- the understanding that teachers have of how children develop and learn, and how this affects their teaching:
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication:
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS:
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual , physical, social and emotional abilities:
- the encouragement for the children to communicate and talk about their learning, and to develop independence and self-management:
- the support of learning with appropriate and accessible indoor and outdoor space, facilities and equipment:
- the identification of the progress and future learning needs of the children through observations, which are shared with parents:
- the good relationships between our school and settings that our children experience prior to joining our school:

Play

Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at the highest level. Play with peers is important for children's development.

The Characteristics of Effective Learning

This is process over outcome.

The characteristics of effective learning are:

Playing and exploring

- how children engage with their learning:
 - finding out and exploring:
 - using what they know in their play:
 - being willing to have a go:

Active Learning

- how children are motivated to learn:
 - being involved and concentrating:
 - keeping trying:
 - enjoying and achieving what they set out to do:

Creating and thinking critically:

- how children are thinking:
 - having their own ideas:

- using what they already know to learn new things:
- choosing ways to do things and finding new ways:

We provide a copy of these characteristics to parents and inform them of where to find more information on the EYFS.

Areas of Learning

The EYFS is made up of seven areas of learning:

The three prime areas

- communication and language:
- physical development:
- personal, social and emotional development:

The four specific areas

- literacy:
- mathematics:
- understanding the world:
- expressive arts and design:

• **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

• **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

• **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

• **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

• **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

All areas are delivered through a balance of adult led and child initiated activities. In each area of learning there are Early Learning Goals that define the expectations for most children to reach by the end of the EYFS. Parents are provided with a copy of the seventeen Early Learning Goals.

Monitoring and Review

It is the responsibility of the EYFS teachers to follow the principles stated in this policy. The EYFS leader Mrs Teresa Cowpland will advise on any areas of EYFS practice to any interested parties. The EYFS is monitored as part of the whole school monitoring schedule.

Signed

Teresa Cowpland
September 2015

Special Educational Needs

Principles

- Our Early Years Foundation Stage 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 Amanda Philips

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

- 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 the SENCO, the Parents/Carers and the child's Key Person will work together to plan and to identify how the child will be given extra support.

For any child whose needs cannot be met in this way and whose needs are more severe and complex, the Nursery and Reception staff will, with Parent's / Carer's permission request a formal assessment.

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

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:

Our 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, Amanda Philips to review the S.E.N. policy annually and to be aware on a daily basis of how this policy works in practice.

Safeguarding Children

We understand that we are legally required to comply with safeguarding requirements as stated in the Statutory Framework for Early Years Foundation Stage : setting the standards for learning ,development and care for children from birth to

five, Dfe 2014. Having regard of other key documents such as – Inspecting safeguarding in early years, education and skills settings (June 2015) ; School Inspection Handbook (June 2015) ; Keeping children safe in education (March 2015) and Working together to safeguard children (March 2015)

- All members of staff are registered with OFSTED and have undergone DBS checks.
- All Students are supervised at all times.
- Written parental permission will be obtained before children are taken on outings.
- Staff will keep records/observations of all children in the setting.
- Mobile phones are not allowed to be carried by staff in the setting. All personal phones must be put away with personal possessions. The Head may, in unusual circumstances, allow a member of staff to keep their mobile phone with them for a limited amount of time.
- Only cameras owned by the Nursery and Reception can be used in the setting.
- School 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.
- School 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.

Our Lead for Safeguarding children is our Head teacher, Helen Benwell.

This person 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 setting 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.

The Head teacher 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 Head Teacher who will take the following action:

- Speak to the child's Key Person
- Speak to Parents/Carers

If the Head Teacher still has 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 the Head Teacher, Mrs Helen Benwell, who is responsible for Safeguarding Children 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.

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.)

**Procedure to be Followed if an Allegation of Child Abuse is made against a
Member of Staff –
Part of the Safeguarding Policy**

- The member of staff needs to be informed of the allegation and given information about possible actions of other agencies.
- Ofsted should be informed as soon as is reasonably practical and in any case within 14 days of the event occurring and advice taken
- Social Services should be informed and advice taken
- The member of staff may need to be suspended pending further enquiry
- The member of staff should be supported through the process of investigation
- The person making the allegation should be kept informed of progress.
- All information must be kept confidential
- All actions will be in line with the complaints procedure.

Non Collection of Children Policy

This setting 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.

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 Head 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 duty of the school to use all contact numbers to contact a member of the family or approved friend.

If, after one hour 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.

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

Behaviour Management Policy

Our named practitioner responsible for Behaviour Management is Maureen Ungi. This member of staff has the necessary skills to advise other staff on behaviour 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. To this end we will:

- Praise children for good behaviour on a regular basis. Give smiley reward stickers.
- 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 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, of around 3 minutes when they will be removed from the play area to a quiet area. During this 3 minutes the child's Key Person will explain why they have been taken away from the play area. A child may be removed for a short time from the sun to the cloud (our visual behaviour display)

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

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Staff at our school will not use corporal punishment or any other punishment which physically hurts the child or may humiliate them. Parents are asked not to smack their children or shout at them whilst on the premises 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.

Biting

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

The victim will be comforted by their Key Person and any required medical treatment given.

The perpetrator will be taken from the play area and told, in a manner appropriate to the child's age that the behaviour was unacceptable. The child will not be shouted at and only one member of staff, preferably the child's key person will deal with this.

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 accident book

Parents of both children will be informed.

Confidentiality

At our setting staff understand that all information about children and their families is confidential and should never be discussed outside the school. 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 Person 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 the next Key Stage or to another school if the child leaves our school.

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.)

Working in Partnership with Parents and Carers

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 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 in the EYFS.
- Discuss on a regular basis what each child has done during the day.
- Give information on how children have ate if necessary, and any relevant toileting information.
- 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 on request.

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 Person or any other member of staff in private then this can be arranged.

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 nursery and school. 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 will therefore occasionally injure themselves. When such an accident occurs staff will:

- Comfort the child and provide any necessary first aid treatment.
- Record details of what happened in the accident book including any treatment given.
- Sign the accident book and ensure that whoever collects the child also signs it in the case of a more serious accident.
- Bring the accident to the notice of the Head 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.

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 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)

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 due to illness, parents should inform us 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 our setting 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 allow you to administer medicine to your child during school time 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. pain and fever relief or we require prior written consent of the parent and will only administer this when there is a health reason to do so.

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 then the parents must first speak to the Head teacher to arrange this. In cases such as this where the administration of prescription medicines requires technical/medical knowledge then individual training should be provided for staff from a qualified health professional. Training should be specific to the individual child concerned.

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 may be included in the ratios if we are satisfied they are competent and responsible.

All students and staff will be subject to a DBS 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)

Our setting 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 by doing a daily walk through and for large play equipment 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
- Hazardous substances and equipment
- Hazardous plants
- Pets and other animals
- Electricity and gas
- Socket covers
- Doors, windows and glass
- Floors and steps
- 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
- 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 in the rooms where children are present.
- Maintain a correctly stocked first aid box
- Ensure that when potentially dangerous activities such as 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.
- Teach children hand-washing routines and other health related issues in a developmentally appropriate way.

It is the duty of the Head Teacher to:

- Know and implement 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 conforms to the required safety standards.
- 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.

Equality of Opportunity

(See also Behaviour Management Policy, Admissions policy and

Special Educational Needs Policy)

Our setting works in accordance with all relevant legislation. Staff at our 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 Amanda Philips

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 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 Management 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 perpetrator and victim to deal with this.

The victim of bullying will be supported by their Key Person and other members of staff if appropriate.

The perpetrator will also be supported although sanctions will be applied in the short term as directed in the behaviour management policy.

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 our setting will assign a Key Person to each child when they enter the Nursery and Reception class.

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.

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.

Missing/Lost **Children**

Whilst it is extremely unlikely that a child will go missing from the setting, 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 the setting.
- 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.
- Ofsted will be informed as soon as reasonably practicable, but not later than 14 days after the event has occurred.