



EARLY YEARS FOUNDATION STAGE POLICY

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EYFS CURRICULUM POLICY

This policy should be read in conjunction with other relevant school policies, including:

- **Anti-Bullying Policy**
- **Curriculum Policy**
- **Discipline, Behaviour, reward and Sanctions Policy**
- **Early Years Curriculum Policy**
- **E-Safety Policy**
- **Health and Safety Policy**
- **Intimate Care Policy**
- **Medical Policy**
- **Off Sites Visits Policy**
- **Pastoral Care and Pupil Support Policy**
- **PSHCE**
- **Safeguarding and Child Protection Policy and Procedures**
- **SMSC Policy**
- **Teaching and Learning Policy**

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is defined by the government as the stage of learning and development for children from birth to 5 years old. At Lyonsdown School our EYFS Department consists of a Nursery class (3 and 4 year olds) and two parallel Reception classes (4 and 5 year olds)

Aims

In the EYFS department at Lyonsdown School we are committed to ensuring each and every one of our children thrive and reach their full potential while having fun with their learning. Our school motto of 'Pride of Place' reflects our aim for all of our pupils. Lyonsdown is filled with energy and vitality and we create a caring environment throughout the school where the children feel happy, safe, important and valued. We want our pupils to move up the school and to leave with a feeling of self-worth and self-belief. Old-fashioned values like courtesy, doing one's best, and respect for others also matter a great deal to us. Lyonsdown is a school where childhood is valued: a bright and purposeful place where children have high expectations and succeed.

Our focus within the EYFS department is very much on individualised and tailored learning to suit the needs and individual abilities of each of our children. Once each child is settled into one of our entry points in the EYFS they are assessed to establish exactly where they are in their learning at that point in time. This forms a starting point to enable us to plan differentiated and positive learning opportunities which also allow the children to express their creativity. These experiences help support and enable each child to become an independent and motivated learner who will succeed and progress at their own pace. This approach enables us to get to know our children quickly, and their individual learning styles

can be catered for both through the activities and tasks we plan and through delivery of different teaching styles.

We provide a curriculum which promotes the 'Early Learning Goals' identified by the Qualifications and Curriculum Authority and which runs parallel to both the National Curriculum and the Every Child Matters (ECM) outcomes. We also ensure that our curriculum provides equal learning and development opportunities for all our children. We support the children to achieve the five outcomes of 'ECM': staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.

Our department is well staffed meaning that children quickly form positive relationships with known adults and especially their teacher. This also results in us being able to deliver a high level of pastoral care while still encouraging and developing the children's independence as they move through the EYFS. We have high expectations of our pupils and all of the children in our care are very much aware of these and the boundaries set. Individual praise and feedback for achievement is celebrated by rewards including Star of the Week, house points, stickers or marbles in the jar, merit badges and termly awards such as 'Courtesy' and Lyonsdown 'Pride of Place'.

Admissions

The first step for children who wish to join our Early Years Department is for them to meet with a member of the Senior Leadership Team and visit the learning environment. Please see the whole school **Admissions Policy** for further details.

Staffing and Organisation of Classes

Nursery

Our Nursery is a single class of three and four year olds and we have the space and facilities for up to 22 children. The Nursery classroom has a dedicated toilet and cloakroom area. The children also have access to a well-resourced outdoor space. We maintain a minimum adult to child ratio of 1 adult to every 8 children however we are normally staffed above this ratio. Morning attendance is compulsory and starts with drop-off at 8.50am and finishes at midday. A paper register is completed at drop off in the playground and added to the Lyonsdown Registration Portal when the children go indoors at 9.30am. During the mornings the children undertake a variety of adult led and child initiated activities and can move freely between the areas. Each area contains a variety of resources to facilitate learning and allows the children to follow their own interests. The children will also come together during the morning for one or more adult led 'carpet time' sessions when an adult may for example introduce the learning or outline related adult led activities. During the week the Nursery children also receive music, French and PE lessons from specialist teachers. On assessment, afternoon sessions can be added on once the child turns 3 ½ years old and parents can request as many or as few on either a permanent/temporary or occasional basis throughout the year. Afternoon sessions finish at 3.00pm. Wrap around

care is offered with a Lyon Cubs Breakfast Club starting at 7.50am, admitted till 8.10am, and an after school club which finishes at 6.00pm.

Reception

Our Reception consists of two parallel classes. Each class has a full time teacher and a full time teaching assistant with a maximum of 18 children per class. The Reception day begins with drop off from 8.30am with registration at 8.45am and finishes at 3.10pm. As with our Nursery class wrap around care is also offered to our Reception children. As a natural progression from Nursery and in preparation for later transition to Year 1 the Reception children follow a more structured timetable and have specialised teaching for Music, PE, Music and Movement, French, Science, Computing and Art lessons. Typically, after a whole class introduction to a lesson the children then move between a mixture of child initiated and adult led teaching and learning through delivery of focused tasks in small groups. Each classroom and the outdoor area is well resourced and organised to facilitate learning and allow children to follow their own interests. Between adult led focus sessions the children have free flow style access to both the indoor and outdoor spaces.

The school is committed to Safeguarding and promoting the welfare of children and young people. We ensure all relevant safeguarding checks are completed prior to staff beginning work at Lyonsdown School. For further information please refer to our policies:

- **Anti-Bullying Policy**
- **Discipline, Behaviour, reward and Sanctions Policy**
- **E-Safety Policy**
- **Health and Safety Policy**
- **Intimate Care Policy**
- **Medical Policy**
- **Pastoral Care and Pupil Support Policy**
- **PSHCE**
- **Safeguarding and Child Protection Policy and Procedures**
- **SMSC Policy**

At Lyonsdown School we engage in on-going professional development to improve our knowledge, understanding and skills. All staff are performance managed on a cyclical basis by a relevant member of staff and individuals are involved in target setting and self-review. Please see the section on **Professional Review and Development of Staff, (PRAD)** in the **staff handbook** for further details.

All Early Years staff are encouraged to participate in relevant courses provided by outside trainers, local authority courses, in-house training and local cluster group training. Following training opportunities for sharing good practice, new ideas and teaching methods are given during regular team meetings.

Records of all training including statutory training such as Safeguarding, Paediatric First Aid and Health and Safety are kept by our **Business Manager**. Relevant members of staff are

alerted in good time when training is due to expire so further relevant training can be arranged.

The Foundation Stage Curriculum

Throughout all of our different classes in our EYFS department we aim to deliver a broad and balanced curriculum which is both differentiated and based on the children's needs, interests and levels of development. We ensure our curriculum is exciting while offering an appropriate level of challenge. Our curriculum addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe, secure and stimulating environment. It also enables the children to develop skills, attitudes and understanding in all the seven inter-connected areas of learning. All areas are important and inter-connected. (EYFS Statutory Framework 2017).

The **Prime** areas of learning are:

Communication and Language

Physical Development

Personal, Social and Emotional Development

The **Specific** areas of learning are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Throughout our EYFS department we aim to give children both independent and adult led learning experiences, opportunities and first hand experiences in all our learning environments both indoor and outdoor, to enable the children to be active, to explore and to think creatively. This enables the children to work towards the Early Learning Goals and helps them prepare for the National Curriculum.

We also provide enrichment experiences through specialist teaching and through planning a school trip, outing or internal visit from people or organisations every term. Parents are both encouraged and welcomed into our classes throughout the year to address the children. Examples of what our parents share include details of their culture, their religious beliefs (during different festivals for example) or details of their job. Grandparents are encouraged to read stories during the autumn term to celebrate Grandparents' Day.

At Lyonsdown we also value other skills and attitudes that we believe are invaluable in helping our children become independent thinkers and learners, as well as preparing them for the future. We have named these essential skills and attitudes as **Lyonsdown Learning Habits** and these are: independence, creativity, perseverance, curiosity, collaboration and reflection. As a whole school we promote all of these skills whenever possible and they are referenced in EYFS planning, in individual children's learning journals, through displays in each classroom and daily class discussions. One of the learning habits is focused upon and promoted as a whole school each half term. For further details on our curriculum please refer to both our **Whole School Curriculum Policy** and to our **EYFS Curriculum Policy**.

Characteristics of Effective Learning

At Lyonsdown we fully support the government's drive (through both the Tickell review and the latest EYFS statutory framework) to pay clearer attention to how children learn and not just what they learn – described as the Characteristics of Effective Teaching and Learning which underpin and drive children's learning across all areas. These characteristics are:

Playing and exploring – engagement

Finding out and exploring

Playing with what they know

Being willing to 'have a go'

Active learning – motivation

Being involved and concentrating

Keeping trying

Enjoying achieving what they set out to do

Creating and thinking critically – thinking

Having their own ideas

Making links

Choosing ways to do things

We promote these characteristics through the delivery of our curriculum and they have many parallels with our **Lyonsdown Learning Habits**. By providing learning environments that foster both of these we are helping to ensure that our children will develop and become self-regulated and life-long learners.

In line with the statutory guidance Reception form teachers include a paragraph about how each child exhibits the characteristics of learning in the summer report that goes home to parents.

Observation, Assessment and Planning

Our planning shows how the principles of the EYFS are put into practice and is always informed by observations of the children. We carry out a combination of observations which are placed into the child's Learning Journal/Journey. Input into individual Learning Journals is very much a whole school community process and observations are made by all staff who come into contact with the children. This includes all EYFS staff, specialist teachers, wrap around care staff and parents. We use a combination of the following types of observations in order for us to gain as complete a picture of the child as possible:

- 'On the Spot' observations
- Informal focused observations (where a social interaction/skill may be observed anytime during a week)
- Focus group observations (during an adult led task)
- Long observations (where a child is tracked and observed for a 10 minute period)
- Observations and comments from parents

From our observations we plan for the child's 'next steps' in their learning. These are shared at regular planning meetings in order for them to be incorporated into planning.

Our parents and carers are both an important and integral part of our cyclical observation, assessment and planning process. Please refer to the section on **Home/School Links**.

We carry out a computer Base-line assessment of each child early in the autumn term once we feel the child has settled in with a concluding assessment at the end of the year tracking progress. Other on-going assessments continue throughout the year which are placed into our **Assessment Folders**. Each time an assessment is completed the results are analysed and compared to previous assessments to both directly inform our planning and to help keep parents up to date with their child's progress either informally or at one of our **Parents' Evenings**.

Throughout the year teachers also assess which stage in their learning each Lyonsdown child is at on their journey towards the Early Learning Goals. Regular contact is maintained with parents to explain what we are putting in place to support each child, especially if the child is working above or below their expected level of development.

EYFS department staff and the Head of Lower School or the Deputy Head meet on a fortnightly basis to:

- Plan together.
- Bring relevant observations/assessments/evidence/next steps from children in their key group/class to help inform planning and individual support/extension.
- Discuss if it is necessary for extra meetings with parents to be arranged to ensure everyone works together to help the child make appropriate progress.

All meetings are minuted.

We have a long term plan for each year group with a different topic for each half term. However, topics are subject to change based around the interests of the children. Our medium term plans are produced on a half termly basis and synopses shared with parents. Short term weekly plans are written by each year group during weekly planning meetings. Both our medium term and weekly plans are objective led following the guidance given in 'Development Matters' and the objectives are taken from the age of the children at their point of entry. Activities are planned from these objectives to support our topic, the interests of the children, the season, any cultural celebrations or festivals and so on. A variety of both independent and adult led activities and learning experiences are planned to be exciting and engaging and to offer an appropriate level of challenge (which may be through problem solving for example) to each child through differentiation. These activities and learning experiences are assessed through observation and feedback is also given from staff on the effectiveness of the planning to inform what is planned for the following week. Weekly planning in both year groups is completed on the same pro-forma based on the Specific and Prime areas of the EYFS curriculum. Our **Lyonsdown Learning Habits** and **British Values** are referenced. Within our planning meetings we share any concerns/relevant observations about children, about their current circumstances which may affect their learning and about the children's current interests. Weekly planning sheets are filed into teachers' planners.

Observation, planning and assessment at Lyonsdown is viewed as a cyclical process with each element feeding into and informing the next. It is very much a team approach with

input from parents and other relevant staff. The EYFS Leader also meets with each year group regularly to review and evaluate current practice.

Please see our whole school **Assessment** and **Curriculum** policies for further details.

Outdoor Learning

We recognise that outdoor play is a vital part of children's development and through playing outside children can develop greater physical, social, sensory, language, mathematical and scientific skills. Opportunities for outdoor play are included in our planning as each class has access to an outdoor area. Where possible, indoor activities will be transferred outside. Nursery children have a designated play area which is used at the start and end of the day and time slots in between for guided activities. Reception children can access an outdoor play area from their classroom and can access these spaces as and when they wish. These areas are well equipped with a range of resources to reflect all the different areas of the curriculum. Much of our popular equipment can be found outside such as sand and water play, role play, arts and crafts and activities related to our current topic. Regular outdoor play sessions are also provided in our playground and are timetabled for all departments. Weather permitting the children have the opportunity to use the Lyonsdown boat to encourage them to be active and refine their gross motor skills and aid physical development. It also gives the children a chance to be aware of the space around them and to make efficient and appropriate use of it. The children also have regular access to tricycles, scooters and other relevant equipment in the playground.

Indoor Learning

All of our indoor environments within the EYFS have clear and defined areas with resources to ensure the children can access them freely and independently. The classrooms are set up in such a way to provide children with experiences and activities in all seven areas of learning. Each of the three classrooms has a carpeted teaching area, and areas to encourage reading, writing, maths, role play, expressive arts or small world/construction.

During the day some EYFS staff will carry out planned activities with individual/groups of children during **Focus Group** time. Other members of staff will be supporting the children's learning through:

- encouraging, supporting and extending spontaneous play.
- developing the children's language through their play.
- observing children and adapting provision.
- providing warm and positive interactions.

Indoor and Outdoor Safety

All EYFS staff are responsible for setting up and clearing away both the indoor and outdoor areas. Where possible the children will also be encouraged to help tidy away at the end of a session. All staff are constantly vigilant and alert for any potential health and safety issues

and constantly monitor the safety of the children. Regular risk assessments are carried out and when setting up in the morning before the children arrive staff check for and appropriately deal with any potential safety or security issues. Allocated staff sign to say they have carried out these checks in key EYFS areas and any issues identified are reported as appropriate to the Head of Nursery and the EYFS Leader.

Food and Drink

All children in the EYFS have access to clean and fresh drinking water throughout the day. In addition to this Reception children bring their own named water bottles from home so they can access them freely. All children bring packed lunches from home on the understanding that Lyonsdown is a nut-free school and that grapes are halved to prevent the possibility of choking and they eat in the classrooms with staff. EYFS staff receive regular related food and drink training such as Allergen Training and Food hygiene. For further details about the food at Lyonsdown please refer to the paragraph under the **Physical Development** section within the **EYFS Curriculum Policy**.

British Values and the Prevent Strategy

British values include democracy, rule of law, individual liberty and mutual respect for those of different faiths. In Early Years some of the ways these values are fostered include encouraging the children to share, take turns, be fair, take a vote when opinions differ and learn about different festivals. British Values are referenced on our weekly plans and on relevant classroom displays.

In the Early Years we work hard to ensure that all faiths, cultures and beliefs are respected and valued. One of the many ways we ensure this is by encouraging parents to bring in pictures or details of any family or cultural events their child has taken part in. These are celebrated and shared with the class and entered into the child's Learning Journal. Each classroom also has a 'News from Home' area where these events can be displayed. This whole process enables each of our children to feel valued as part of the school community and enables their home and cultural identity to be celebrated within the school environment. Please see the later section in this document on **Equal Opportunities**, our whole school **Equal Opportunities Policy** and the appendix on **Prevent and British Values** in our whole school **Safeguarding and Child Protection Policy** for further details.

All EYFS staff have received training on the **Prevent Strategy** and are aware of what to watch out for in our young children and within their families, as well as how to report a concern. The National Prevent Strategy aims to stop people becoming terrorists or supporting terrorism. Lyonsdown School, working with other local partners, families and communities, seeks to play a key role in ensuring that the children who attend the Early Years and indeed the whole school are safe from the threat of terrorism. Prevent is part of the school's wider responsibility for Safeguarding and this policy is therefore linked to the school's **Safeguarding and Child Protection Policy and Procedures**. Please see these policies for further details.

Home/School Links

We view our parents as 'Partners' when it comes to progression in their child's learning. Our first meeting with the children and their parents is during the child's initial visit before a place at Lyonsdown is offered. This is in the form of an interview held by the Headmaster. We send out an information form ahead of this initial meeting; after a place is accepted parents complete an entry profile which details their child's development, needs and interests.

We offer an 'Open Door Policy' throughout the school and within the EYFS and parents are more than welcome to share relevant information with us about their child or to make an appointment with us to share more detailed information.

All EYFS staff keep parents informed of any concerns or observations we have about their child be they pastoral or academic and we share these with parents in a way which we feel is appropriate. This may be informally at drop off or pick up, through a note in the child's home-school / reading diary, a phone call, an email or we may request a more detailed meeting with parents. Once a concern or observation has been shared we will then work together with parents and keep them updated with further relevant information.

Nursery children and their parents will meet with the Head of Nursery during the Summer Term for their first induction. Before the children start in Reception we invite new parents and children to meet their teacher and play in their new classroom.

All new parents and children in the EYFS are invited to a second induction, where children spend time with their new teacher while parents attend a talk by the Headmaster and various members of staff.

In September Reception parents are invited to attend a curriculum meeting where the staff share more detailed information about how and what we teach in Reception and how they can help support their children. This includes housekeeping, routines and curriculum information.

We ensure our parents are fully up to date with current **Nursery Learning** and **Reception Learning** through half termly curriculum plans detailing all the objectives that we aim to cover that half term. Parents are encouraged to keep abreast of their child's learning and development, noting relevant observations in the child's home-school / reading diary. In addition to this the school uses email and a **Clarion Call** system to send out relevant letters, reminders and information.

Parents are informed more formally of their child's progress through the following:

- A parents' evening in the first half term (normally in October)
- Receiving a written report at the end of the autumn term in both Nursery and Reception
- A parents' evening during the spring term
- Receiving a detailed report about their child's progress in each of the 7 areas of learning at the end of the summer term.

In addition to the detailed report in the summer term Reception parents also receive a copy of the child's profile detailing whether their child is working towards, has met or is exceeding each of the **17 Early Learning Goals** as well as detailing the **Characteristics of Effective Learning**.

After receiving reports, parents are able to make an appointment with a relevant member of staff should they wish to discuss the report in more detail. With the summer report parents are invited to complete a parent questionnaire evaluating the EYFS learning provision.

Complaints

Due to the age of the children we care for, staff in the EYFS have more contact with parents than in any other department of the school. As a result of this most complaints are raised informally at stage one through conversations with staff and are dealt with quickly. Staff pass on verbally and via the Academic or Pastoral Communication Form of any concerns to the relevant senior staff and these are filed. If necessary, these complaints may be raised either during the fortnightly EYFS meetings or at SLT meetings. If a parent wants to raise a formal complaint at stage two, they can find details in the **Complaints Policy Procedure for Parents and Legal Guardians** and copies can be found on the website or requested from the School's Office.

Settling In

Nursery children all do five mornings and any child who is already 3 ½ or older is welcome to stay for full sessions depending on their previous Nursery experience. The length of the settling in process will vary from child to child. During this process if a child becomes distressed during separation in the morning we will endeavour to phone the parent/carer who drops them off to update them during the morning. If the child doesn't settle after a length of time we may phone the parent/carer so the child can be collected early. We will then endeavour to lengthen the period of time the child spends in the class each day to help them settle in.

Children in Reception attend full time from the first day of term.

Transitions

We view transition to the next phase within the EYFS very much as a continual process. We provide opportunities for all the phases to mix so that they are aware of the next stage. The children also visit each other's classrooms (and Reception visit Year 1) in the summer term. This happens in addition to our more structured mixed events which take place throughout the year. These include:

- Reception attend 3 whole-school and 1 lower school assemblies per week.
- During the year the EYFS department perform to parents as part of the lower-school nativity

and the lower school spring concert.

- Nursery are invited to join Reception to watch special events such as the lower school pantomime and science presentations.
- EYFS children watch the dress rehearsals for the upper school summer performance.
- Upper school girls visit Reception to engage in mathematics games.
- Year 6 girls are allocated to each Reception class to accompany children to whole-school assemblies.
- Sports day is held altogether for Reception and Year 1.
- In the summer term both year groups of EYFS visit their new classroom and teacher in their reallocated class groups.
- Continued contact with each of the specialist teachers, namely computing, art, French, PE and music, eases the transition process for all children.

Towards the end of the summer term members of staff from the current and next class coordinate the child's transition through the handing on of relevant records and profiles. Records from previous settings are also transferred to the school during the summer. Many children from previous settings are also given their Learning Journeys to keep and are encouraged to bring them in during the first week of term so they can be shared with relevant EYFS staff.

Staff

The EYFS Coordinator oversees the EYFS department with the curriculum, planning, teaching and day-to-day management of all the classes. In the Nursery, a Key Worker acts as the Key Person for the class and the two Reception classes have a teacher each. All the classes have one or more teaching assistants and the staff work as a team and meet on a daily basis. The Key Worker and the Reception teachers are normally in charge of maintaining and updating the child's learning journey, hearing them read (if the child is ready as per our 'Individualised Learning' approach), carrying out some assessments of the child, contributing to school reports, making notes ahead of parents' evenings and communicating and liaising with parents as necessary. However, in Nursery the task of maintaining and updating the children's learning journals may be shared with the other members of the Nursery staff, where they are in charge of a small group of children to focus on. During EYFS meetings, the Key Worker and Reception teachers share relevant information with the team about the children in their classes to help ensure that every child's care is tailored to meet their needs, as outlined in the EYFS Statutory Guidance and that each child feels safe and confident within their learning environment. Observations will also be shared during this time to help plan for the child's next steps.

Safety

Please refer to the following policies with regard to the safety of children:

- **Anti-Bullying Policy**
- **Discipline, Behaviour, reward and Sanctions Policy**
- **Early Years Curriculum Policy**

- **E-Safety Policy**
- **Health and Safety Policy**
- **Intimate Care Policy**
- **Medical Policy**
- **Off Sites Visits Policy**
- **Pastoral Care and Pupil Support Policy**
- **PSHCE**
- **Safeguarding and Child Protection Policy and Procedures**
- **SMSC Policy**
- **Teaching and Learning Policy**

The safety and welfare of our children at all times and in all environments is of the utmost importance to us. We provide a safe, secure and nurturing environment within which the children are confident to make choices and take calculated risks. We teach and encourage the children how to do this through delivery of a broad and balanced curriculum which takes into account both the needs and interests of the children.

The Safeguarding of the children in our care is everyone's responsibility and we have a Safeguarding policy to this effect (please see Whole School **Safeguarding and Child Protection Policy and Procedures** for further details). As detailed in the latest government document 'Keeping Children Safe In Education 2016' (including Annex A) we have a child centred and co-ordinated approach to Safeguarding. All staff receive regular training and updates on Safeguarding and are aware of the signs and symptoms of abuse in children. In the autumn term of 2017 all staff read Part One of Keeping Children Safe in Education and were tested on their knowledge of this document. The Designated Safeguarding Lead (DSL) for EYFS is the Early Years Leader Jane Gunn and in her absence any concerns can be reported to any of the following members of the safeguarding team:

- Zorana Telford, Assistant Head of Lower School
- Julia Windsor, Deputy Head
- Chris Hammond, Headmaster and School DSL

Staff are aware that they must report concerns on a **Record of Concern** pro-forma which are freely available on the Lyonsdown portal. Clear instructions of what to do next are printed on the form. Staff also can complete handwritten logs detailing any on-going observations or concerns and these are kept by the EYFS Leader.

Good health and hygiene is promoted both through our daily practice, through delivery of our curriculum and some aspects are covered during assemblies. All staff act as good role models to the children and promote good health and hygiene at every opportunity. Staff supervise the very youngest children when they visit the bathroom, ensuring their needs are met and the children are taught to wash their hands appropriately. Please see our **Intimate Care Policy** for further details.

All areas of the school and the EYFS have had formal **Risk Assessments** carried out and these are reviewed on a regular basis. In addition to this daily informal and 'on the spot' risk assessments are carried out by all staff in the mornings before the children start school for

the day. Staff regularly check all communal areas both indoor and outdoor. Health and Safety is everyone's responsibility and staff will take immediate action upon discovering a concern and appropriate action will be taken according to the severity of the risk. This may be by removal or cordoning off of equipment/an area or alerting the office or caretaker immediately. Staff are also highly alert to spillages and cleaning equipment for minor spills is present in all classrooms. Staff can also call for the caretaker to immediately clean up larger spillages having first taken action to make the area safe. For further details on the school's procedures in any of these or related circumstances please see the whole school policies on **Health and Safety** and **Medical Policy**.

Reception children join older children in the playground at morning break times and at lunchtimes but are supervised in their classroom for lunch. Please see our whole school **Pupil Supervision Policy** for further details.

External access to the school from the outside is only available via intercom administered by the school office. Any visitors be they external, parents or volunteers are signed in and out in the school office. During the signing in process visitors and volunteers are given essential Safeguarding details to read on a small card which after reading is inserted into the back of their visitor's lanyard which they are given and required to wear at all times while on the school site. Visitors and volunteers are also requested to turn off their mobile phones and to store them out of view from the children. Visitors and volunteers are also told they are not allowed to photograph the children using a mobile device or a camera. Likewise, all EYFS staff are permitted to use these devices only in the staff room. Please see our **Staff Code of Conduct** in our **Employment Manual** for further details. Details of visitors for planned visits are recorded in the office and circulated to relevant members of staff.

The school also uses a number of **Parent Volunteers**. If volunteering takes place on a regular basis, these parents are required to have full and relevant checks, which are arranged by the school before they can begin volunteering. For further information please refer to our **Safer Recruitment Policy**.

Mobile Technologies

Please refer to our **E-Safety Policy** and other relevant school policies for further details:

- **Anti-Bullying Policy**
- **Discipline, Behaviour, reward and Sanctions Policy**
- **Health and Safety Policy**
- **Off Sites Visits Policy**
- **Pastoral Care and Pupil Support Policy**
- **PSHCE**
- **Safeguarding and Child Protection Policy and Procedures**
- **SMSC Policy**

The school recognises that ownership and use of mobile technology (**tablets, e-readers and other handheld devices**) is increasing rapidly and we are happy to allow the use of this technology in school. The following applies when using mobile technologies:

- a. Members of staff are allowed to bring their personal mobile device into school. However, they are required to use their devices only in the designated areas authorised by the SLT, or in an area where no children are present. (Refer to the staff hand book for further guidance)
- b. All members of school staff **must not use their personal mobile devices in the Early Years Foundation Stage.**
- c. They must only use and take pictures of pupils on school devices and the pictures that they take must remain in school.

As they sign in visitors and volunteers are also requested to turn off their mobile phones and to store them out of view from the children. Visitors and volunteers are also told they are not allowed to photograph the children using a mobile device or a camera.

First Aid

Please refer to our **Medical Policy** for further details.

All members of EYFS staff receive a basic level of **First Aid** training and at least one member of the team in each year group holds a current **Paediatric First Aid** qualification. All new staff who have joined the EYFS since September 2017 have a full Paediatric First Aid qualification. In addition to this at Lyonsdown we have an in-house **Welfare Officer** based in a designated **Medical Room**. All medicines are kept in their original packaging in the Medical room and spares of more serious medications (such as Epi-pens) are also kept there. The Welfare Officer also holds consent forms from parents/carers in the Medical Room and these are available to parents to download on the school website. The Welfare Officer will also notify parents of any contagious diseases or outbreaks of head lice when necessary.

Nursery children who have fallen ill or hurt themselves are seen to, assessed and treated by a member of Nursery staff who holds the **Paediatric First Aid** qualification. Accidents are recorded in an EYFS accident log and parents are informed. Reception children are taken to the Medical Room and are assessed and treated by the Welfare Officer if they have fallen ill or have hurt themselves. The Welfare Officer will log the accidents and all parents of Nursery and Reception children are informed by a slip to take home containing details of their visit and what treatment was given. In some cases, a phone call will be made direct to the parent.

Children are only given prescribed medication once their parents have completed a medication consent form. Only labelled prescribed medicines presented in the original packaging are administered. Parents sign a consent form to give permission for Calpol and antihistamine to only be administered to their child by the Welfare Officer in an emergency

situation. However, every effort will be made to contact a parent/guardian before any emergency medication is given.

Fire Safety, Lockdown and Emergency Procedures

Please refer to our **Fire Policy** and **Lockdown Policy** for further details.

We aim for the children to have an awareness of the importance of evacuating the building quickly and quietly if they hear the fire bell. Fire practices take place once a term and each of these are scheduled for a different part of the school day. All EYFS staff know which areas they need to sweep before leaving the building and staff are also made aware of where their class should line up at the fire assembly point.

We also have a **lockdown** procedure which is initiated by an intermittent fire bell alarm. EYFS staff and children are aware of which safe room to move to on hearing the lockdown alarm and once inside their safe room, the staff will follow our whole school **Lockdown Policy**. Lockdown practices take place on a termly basis and at different times during the school day.

Missing Child

Nursery children have a paper register as they arrive in the mornings outside which is then put on to the Engage system when inside. Reception children are marked on the Engage Portal during morning and afternoon registration. The school's office is informed should a child need to go home during the day. The children are regularly counted by staff throughout the school day, especially when they move around the site. If a child is found to be missing staff will first check with each other that the child hasn't been escorted to the toilet/to the Welfare Officer before following the procedures outlined in the appendix entitled '**Missing Child Procedure**' in our whole school **Safeguarding and Child Protection Policy**.

Equal Opportunities

At Lyonsdown we aim to provide all of our children regardless of ethnicity, culture, religion, home language, family background, learning difficulties, gender or ability, equal access to all aspects of school life. We work hard to ensure each child is valued as an individual and we also encourage self-confidence and a positive approach to learning. We also aim to establish feelings of trust and respect with both the children and their parents/carers. Our staff, as role models, are aware of the influence adults have in promoting positive attitudes and use that influence to challenge stereotypical ideas. Equally we aim to keep all the environments free from stereotypical images and we provide displays, resources and equipment that reflect both the community in which the children live and life in the wider world. Our curriculum includes opportunities to encourage children to respect their own cultural

background and beliefs as well as those of other people. We provide a wide range of activities, resources and learning experiences that relate to a wide range of religious, ethnic and cultural festivals. We provide an environment in which the children feel secure enough to question, discuss and even challenge what they have heard and all the children are safe in the knowledge that they will be listened to and treated with respect.

We carefully consider the need for equality when planning activities and experiences. Activities will be modified and/or additional equipment/materials will be provided if necessary to ensure children are not excluded.

For further information please see our whole school **Equal Opportunities** and the appendix on **Prevent and British Values** in our whole school **Safeguarding and Child Protection Policy**.

Inclusion and SEND

We value all our children as individuals at Lyonsdown and our focus is on individualised learning through planning a curriculum that both meets the individual needs of each child and allows them to develop at their own pace. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need. If following high quality teaching and differentiation we still have concerns about a child EYFS staff contact the SENDCO for Junior and Early Years by filling in a form entitled '**Request for Involvement from Learning support**'. Parents' consent will usually be obtained before completing this form. The SENDCO will then come and observe the child and make notes. At a debrief session following the observation the SENDCO and staff member will discuss in detail what the appropriate action is next. This may mean bringing in the child's parents for an initial meeting to discuss our concerns and then later working closely with parents and other outside agencies. For further details please see our whole school **Special Educational Needs and Disability Policy**

EAL

Upon registering with the school and completing the registration form there is a section where parents indicate any other languages their child speaks at home. We also use this data to complete our **EAL Register**. We recognise and celebrate the diversity of the languages spoken/understood within the EYFS. Where possible children who speak the same language are given the opportunity to pair up. Most of our children with EAL are bilingual and as we focus on phonics and broadening vocabulary anyway in the EYFS these pupils are well supported. We occasionally have some who join us with no English. Following dialogue with parents if staff are concerned about the language/vocabulary of individual children they may then receive a weekly enrichment session with our **EAL** specialist with the aim of broadening both their vocabulary and their understanding of the English language.

Please see the **EAL section** within our **Special Educational Needs and Disability Policy** for further details.

Monitoring and Review

It is the responsibility of all EYFS staff to adhere to all the procedures and other relevant policies detailed in this policy. During the **Staff Induction** process this policy is given to new EYFS staff to be read. During the first **Supervisory/Induction Meeting** with the Headmaster, staff sign the relevant section on the **Induction Checklist for EYFS Staff** to say they have read the policy. Through later regular Supervisory team meetings, informal and formal observations the Early Years Leader ensures all members of the EYFS staff are following this policy.

This policy is reviewed annually by both the Early Years Leader and the Headmaster. The updated version is also circulated to members of the Senior Leadership Team. Any updated sections will be printed out and circulated among all EYFS staff and staff will again sign to say they have read and understood any updates.