

EDGEBOROUGH SCHOOL



EYFS Supplementary Policy

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Introduction

The EYFS General Policy has been developed in conjunction with the relevant and updated DfE guidance and legislation to ensure that each child has a happy and positive start to their school life at Edgeborough.

In content, this policy details all specific EYFS areas that are not covered in wider whole-school policy and provides an overview of EYFS provision. The table below can be used as a reference, showing the school's key policies to be used in conjunction with this policy. Information from these policies is not duplicated here (please see the stated policy for guidance).

This policy is applicable to all staff who teach children in Edgeborough's Nursery, Pre-School and Reception classes.

Key topics:

Safeguarding policy and procedures	See Safeguarding policy; Whistleblowing Policy
Procedure for responding to illness	See First Aid policy
Administration of medicines policy	See Administration of Medication Policy and First Aid Policy
Emergency evacuation procedure	See Fire Safety policy
Procedure for checking the identity of visitors	See Safeguarding Policy
Procedures for a parent failing to collect a child/late collection and for missing children	See Supervision Policy and Missing Pupil Policy
Equality and Inclusion	See Equal Opportunities Policy
Procedure for dealing with concerns and complaints	See Complaints Procedure Policy

Additional policy/topics:

OWL/Woodland Walks	See Pre-Prep and Nursery Outdoor Learning Policy
Supervision (classroom, outdoors, trips, tea club, breakfast club) - ratios	See Supervision Policy

Curriculum	See Curriculum Policy, Marking Policy
Teaching and Learning (the environment, continuous provision)	See Teaching and Learning Policy
Intimate Care	See Safeguarding Policy
SEND/LEAP	See SEND Policy
English as an Additional Language	English as an Additional Language (EAL) Policy
Tapestry Use	See Tapestry Policy
Physical Restraint	See Physical Restraint Policy
Use of Mobile Phones/Cameras	See Safeguarding Policy and Staff Code of Conduct
Pupil Code of Conduct in the Early Years	See Behaviour Policy
Positive Behaviour Strategies and managing inappropriate behaviour	See Behaviour Policy
Trips, Journeys and Visits	See Educational Trips, Journeys and Visits Policy
First Aid (Paediatric First Aid) - reporting accidents/incidents	See First Aid Policy
Marking and Feedback	See Marking Policy (Appendix 1 – EYFS Toolkit)
Assessment	See Teaching and Learning Policy
Handwriting	See Handwriting Policy
Concerns over staff conduct	See Whistleblowing Policy
Safe Collection	See Supervision Policy and Safeguarding Policy

Aims and Intent

At Edgeborough, we greatly value the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for future learning and development. We ensure that children learn and develop in a secure, healthy and enriching environment. In the provision offered we take active measures to allow all children to benefit from a broad range of knowledge and skills that provide the right foundation for future progress in school and life. We seek to provide:

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

Roles and Responsibilities

- The Board of Governors has 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 (see the school's **Safeguarding Policy**).
- The Head has overall responsibility for ensuring there is a policy in place in the event of an allegation being made against a member of the Early Years staff (see the school's **Complaints Procedure Policy, Low Level Concerns Policy** and **Whistleblowing Policy**).
- The Board of Governors has the overall responsibility for the implementation of this policy and for ensuring that this policy does not discriminate on any grounds (i.e. ethnicity/national origin, culture, religion, disability or sexual orientation).
- The Head of Pre-Prep has responsibility for the day-to-day implementation and management of this policy.
- Teaching staff, assistants and EYFS practitioners are responsible for familiarising themselves with, and following, this policy.
- All staff are responsible for remaining alert to any issues of concern in children.

Learning and Development

Through the EYFS provision offered, we aim to:

- Give each child a happy and positive start to their school life.
- Provide the child with a solid foundation for future learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure, healthy and nurturing environment.
- Support children in building relationships through the development of social skills such as respect, cooperation and kindness.
- Promote the school's values (Edgeborough's **ARK**) of Adventure, Responsibility and Kindness.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.
- Provide a balanced curriculum which takes children's different stages of development into account.
- Promote equality of opportunity and anti-discriminatory practice.
- Plan challenging play-based learning experiences, based on individual needs, which are informed by observation and assessment.

The guiding principles that support us in this endeavour are as follows:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.

- Children learn and develop well in enabling environments which respond to their individual needs and backgrounds.
- Children develop and learn in different ways and at different rates.

The EYFS curriculum is based on an observation of children's needs, interests and stages of development. It consists of seven areas of learning and development which are split into two sections – prime and specific (although all sections are interconnected and important). The Statutory Framework (2023 update) and Development Matters (2021 update) detail these different areas of learning and state the expectations children must achieve at the end of the Early Years (upon leaving Reception).

The **'prime' areas** of learning and development are:

- Communication and language - Listening, attention and understanding – 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 and expressive

At Edgeborough, the early learning goals (ELGs) awarded at the end of the Reception year serve to support teachers to make a holistic, best-fit judgement about a child's development and their readiness for Year 1. The completed EYFS profile is made available to parents and Year 1 teachers. It will also be shared with the local authority, as directed. Profiles are not completed in some cases and as per relevant and updated guidance from the government on profile submission.

Should the EYFS class teacher have any cause for concern, especially in the prime areas of learning, this is discussed with the child's parents and a strategy of support agreed upon. Consideration will be taken as to whether the child may have a special educational need or disability which requires additional support (see later).

Assessment in the EYFS takes the form of ongoing observation (often documented on Tapestry) alongside formative assessments to assess the learning and development of children and to shape planning. Reasonable adjustments will be made to the assessment process for children with SEN/D or EAL as appropriate.

Play

At Edgeborough, huge importance is given to play in the EYFS as the medium through which children learn, develop (emotionally, physically, socially), interact, gain a sense of self and come to understand their world. We uphold that:

- All children exhibit a behavioural imperative and instinctive desire to play. The child will use play to learn of the world they inhabit with others.
- Play encompasses children and young people's behaviour which is freely chosen, personally directed and intrinsically motivated. It is performed for no external goal or reward and is a fundamental and integral part of healthy development.
- Play is critically important to all children in the development of their physical, social, mental, emotional and creative skills. It is to be supported through the environment with children given choice and autonomy in their opportunities for play.
- It is the very freedom and child centeredness of play that makes it such an effective and comprehensive learning process. Adults in the environment should support and facilitate play, not dominate it.

Equal Opportunities

At Edgeborough we welcome children and their families from all races, religions, abilities and class (see **Equal Opportunities Policy**).

Children are encouraged to celebrate festivals of significance to them and their family in an authentic way with the wider group (learning of special food, clothing and traditions). Children and parents are actively encouraged to bring in experiences from home to share with the class. Respect is given to language, with efforts taken to know and use some words of native languages in the class.

The EYFS environment presents positive images of diversity through toys, books, images and the curriculum. Any stereotyping is avoided and difference is celebrated across us all.

SEND, Equality and Inclusion

Edgeborough has specific policies; **SEND Policy**, **Equal Opportunities Policy** and **English as a Foreign Language Policy**. In all such cases, children and parents are actively involved in our behaviour expectations and their perceptions are explored and valued.

Pupils in EYFS may be identified as having additional needs by the EYFS Practitioners and Reception teachers. Should there be concerns regarding the child's development, a meeting with the parents will be arranged and planning for their needs, on-going monitoring of progress and future planning is undertaken collaboratively and is overseen by the Head of Pre-Prep. Children with special educational needs and disabilities are admitted to the Nursery after consultation between the school and parents to ascertain their requirements and how if possible, this can be managed. The Head of Pre-Prep (Early Years SENDCo) works closely with the Surrey and Hampshire Early Years teams and has regular contact with the local authorities (LEA) using the LEA Local Offer for advice, support and referral.

Children of Nursery age have access to NHS professionals through their NHS Trust provision. Edgeborough can make referrals for EYFS pupils to the relevant external agencies.

Applications for EIF (Early Years Intervention Funding) can be made, where required, if the pupil's needs are below the threshold for an EHCP. To help determine need, EYFS staff make use of available assessments, monitoring tools and intervention packs (i.e. SaLT packs and OT packs) provided by the LEA. This will be carried out as a part of a Graduated Response and documented on a School Support Plan, which may inform any subsequent EHCP application.

External agencies are welcomed into the Early Years and staff work alongside them following advice and reporting progress. At all times parents are kept fully informed and actively involved in decisions.

The Learning Environment

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

Staff will undertake to provide resources that cover all aspects of the curriculum with good quality learning engagements/invitations presented in a stimulating manner and encouraging self-selection.

Children are encouraged to use the space in a way that fosters independence (i.e. to select resources, tidy them, care for them).

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

The three characteristics of effective teaching and learning in the EYFS will be upheld in all learning environments, these being:

- Playing and exploring – children investigate and experience things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Safety

All Early Years play areas (indoors and outdoors) are regularly risk assessed. New equipment, when added, is also assessed and the risk assessment updated.

Staff check the outdoor play area daily for potential risks and hazards with any dangerous materials or damage to the play area reported to the site manager/Head of Pre-Prep.

Only toys which are age-appropriate in terms of safety are offered to the children. For example, small parts which present a choking risk are avoided in Nursery.

It is important that children experience the seasons accordingly and will be asked to provide appropriate clothing (including hats, wellies, sun protection) to do so.

Space

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

With children in session, the following indoor space requirements are upheld:

- Two year olds: 2.5 m² per child
- Children aged three to five years: 2.3 m² per child

All children have access to an enclosed (gated) outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

Children receive practice drills in the school's Fire Evacuation procedure (see **Fire Evacuation Policy**).

Edgeborough has appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which are in working order. Fire exits are clearly identifiable, and fire doors must be free of obstruction and easily opened.

There is a nappy changing facility and three toilet facilities located in the Nursery. Six toilets are located in the Pre-School and three in Reception. Toilets are regularly checked and cleaned. Adults have separate facilities in all cases. Spare clothing is available to children in all EYFS classes (in personal bags and as a school supply).

Children are appropriately supervised at all times (see **Supervision Policy**) and in accordance to Government ratio requirements (child to adult numbers and qualification rulings).

There is a strict no smoking rule (to including e-cigarettes and vaping) in and around the Nursery, Pre-School and Reception (see staff **Code of Conduct**).

Outdoor Learning and OWL

See **Outdoor Woodland Learning Policy** and relevant risk assessments. During OWL, supervision requirements remain in place.

Trips

See Edgeborough's **Educational Trips, School Journeys and Visits Policy**. Typically, EYFS children (from Pre-School) will attend several off-site school trips per year. These are all Risk Assessed (approved) and conducted in accordance with the policy. In all cases, parental consent for the trip is achieved.

In Nursery, special activities (i.e. visitors, special days) are all conducted on-site with visitors checked in accordance to school policy and regulation.

Extra Activities and After-School Care in the EYFS

At Edgeborough, a range of extra activities (some come at an additional cost to the provider) are offered to children in the EYFS.

These are booked on a termly basis with the following security and safety arrangements kept:

- Collection systems (see **Supervision Policy**) are upheld.
- Risk Assessments are followed and updated for all activities that involve Early Years children.
- Where the activity is provided by the school, EYFS required ratios are enforced (see **Supervision Policy**) and a staff member with paediatric first aid is always be present.
- Where the activity is provided by the school all school policies remain relevant and must be adhered to.
- Should a child not be collected from a club they will be supervised in Edgeborough's after-school club whilst the staff member looks to contact carers. Following this, the schools **Missing Child Policy** is followed.

An after-school club is offered to children in the EYFS. This is booked through the school's Office. For the Pre-Prep (Reception to Year 2), 'Conkers' takes place in the Pre-Prep building and makes use of the Pre-Prep back playground. It starts at 3:30 pm, with children also joining after their clubs. Parents collect before 5:50 pm. For the Pre-School and the Nursery, 'Acorns' takes place in the Nursery and makes use of the Nursery outdoor play areas. It starts at 3:15 pm. Parents collect before 5:50 pm. For both clubs, the following safety measures are kept:

- Collection arrangements are confirmed through use of details and passwords submitted to the school.
- Risk assessments for the relevant indoor and outdoor areas are updated and enforced.
- EYFS safeguarding stipulations concerning intimate care, mobile phone use etc. are upheld.
- All supervision and ratio regulations are upheld. Booking numbers will be capped where required to keep ratios.
- All school policies remain relevant during this time and should be upheld by staff.
- There will always be a staff member trained in Paediatric First Aid on duty.
- All dietary requirements are catered for.
- The **Missing Child Policy** is followed should a child not be collected from Conkers/Acorns.

Settling Children/Parents into Nursery or Reception

For any child starting school, or starting a new school, there can be a period of transition during which the child learns to manage the separation from parents, becomes familiar with the new environment, starts to build trusting relationships with their key person, adapts to new routines and schedules, starts to make new friends and becomes accustomed to a longer day. For parents, a move to a new school may also bring new relationships and systems, causing some worry.

We aim for children to feel safe, stimulated, happy and secure and comfortable with all staff. We also want parents to have confidence in both their children's well-being and their role as

active partners, with the child being able to benefit from what the Nursery has to offer. In this aim we support parents and carers to help their children settle quickly by giving consideration to individual needs and circumstances. Such will include:

- Providing parents with relevant information regarding staffing, daily routines, activities, key policies and procedures. For Autumn Term starters to Reception offer an Information Evening.
- Host Information Meetings at the start of each term for Reception and for all EYFS provide workshops to assist use of Tapestry.
- Planning settling in/Observation visits and introductory sessions (lasting approximately 1-2 hours in Nursery and 4-6 hours for Reception). These will be provided free of charge.
- Encouraging parents and children to visit the Nursery or Reception following the admission process (i.e. the Observation Day/settling-in visit) but before the start of the Term (this may not be possible for mid-term starters), often during Inset.
- Where possible, arrange a visit to observe the child or speak to their key person at the school they are moving from.
- Request a transfer of the Tapestry journal where applicable and gain an early knowledge of the child.
- Read all available reports.
- In Nursery and Pre-School, allow parents to stay with their child during the first few sessions until the child feels settled and the parents feel comfortable.
- Reassure and guide parents whose children seem to be taking a long time settling into Nursery.
- In Nursery/Pre-School, allocate a key person to each child and his/her family, before he/she starts to attend. The key person welcomes and looks after the child and his/her parents during the settling in period and beyond to ensure the family has a familiar contact person to assist with the settling in process. If this relationship/bond is not secure by an early stage, review the allocation.
- Respect the circumstances of all families, including working families who must drop and go or rely on a nanny to assist with the school run. In such cases, reassure them of their child's progress towards settling in.
- Suggest staggered days/sessions if required.
- Call parents to provide reassurance if a drop-off has been upsetting for either child or parent.

School Readiness

Whilst we hope most of our Pre-School pupils will progress into our Reception, we are aware that in some cases alternative settings will be sought. Where it is considered that the child's needs can not be suitably met by our provision in Reception, parents will be consulted and

supported to find a setting which may best meet the needs of their child (see **SEND Policy**). This will be done with the support and guidance of the Local Authority.

In both cases, we will support parents in choosing the right school for their child. Once parents receive confirmation of a place, for Edgeborough's Reception, during the Summer Term, we will:

- Start the transition process (outlined above).
- Schedule frequent 'stay and play' to Reception.
- Make arrangements for Reception staff to visit and read to the Pre-School.
- Plan for the Pre-Schoolers to attend some Pre-Prep assemblies.
- Be open and encourage tours and questions from parents of the Pre-Prep.
- Arrange a transition meeting between Pre-School staff and Reception teachers where all Progress Folders are passed on.

For other settings, we will:

- Contact the schools and invite the reception teachers into our setting to meet the children in an environment that they know.
- Chat with visiting teachers (in some cases, this will be via a telephone call) and share key information on development, character, friendships, interests, behaviour, any SEND/safeguarding concerns.
- Edgeborough staff will speak in positive terms about new starts in new schools and look to develop friendships between children going to the same setting.
- Edgeborough will be supportive of any transition visits on introductory sessions in new schools.
- All records, reports and journals (which have Tapestry) will be passed on at the end of the Summer Term to the new school.

Learning Journals and Tapestry

Observations and assessments are recorded by a variety of ways, including using an online tool, Tapestry. Parents are able to view their daughter's or son's ongoing profile and upload evidence to support the class teacher's judgements. In the EYFS reports are published through Tapestry.

Edgeborough's **Tapestry policy** outlines safety and security measures alongside staff expectations with use of Tapestry.

Safeguarding

All necessary steps are taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the **Safeguarding and Child Protection Policy**. All members of staff in the EYFS are required to read this policy as part of their induction training alongside the **Staff Code of Conduct**.

For the EYFS, safeguarding concerns should be brought to the attention of the Deputy Designated Safeguarding Lead (DDSL) Jayne Symons. The Designated Safeguarding Lead (DSL) for the school is Ellie Buckey who is responsible for safeguarding children and liaising with local children's services as appropriate.

All 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.

Staff supervision meetings occur once a term and the sessions enable staff to discuss issues and identify solutions as well as receive guidance, support and development. During meetings, staff may; discuss any issues – particularly concerning children's development or wellbeing; identify solutions to address issues as they arise; receive coaching to improve their personal effectiveness. The meetings are hosted by the Head of Pre-Prep on a one-to-one basis and are for all staff that work in the Early Years, including teaching assistants.

Use of Cameras and Phones

For the purposes of this policy, the term 'mobile phone' is used to refer to any electronic device that can be used to take images or record videos, including tablets. The school's **Safeguarding and Child Protection Policy** and **Code of Practice** state our requirement that personal mobile phones are not used in the Early Years.

Staff members must not use personal mobile phones or cameras when children are present. Mobile phones may be used on school premises outside of working hours when no children are present or in designated staffrooms during breaks and non-contact time.

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

Staff may take mobile phones on trips, on walks or to the woods, but they must only be used in emergencies and should not be used when children are present. Mobile phones must not be used to take images or videos at any time during trips. Staff may use their professional judgement in emergency situations.

For purposes of observations and Tapestry, staff are provided with a school device to ensure that only school devices are used to take photographs and videos. These devices are passcode protected and are only used for work related matters (they should not be taken off school premises without prior permission from the Head of Pre-Prep).

Photographs and recordings are uploaded to Tapestry within a two-week timeframe (for safe use of Tapestry see the **Tapestry Policy**).

Staff must report any concerns about another staff member's use of mobile phones or of school devices to the DSL or Head.

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

Parents may take photographs and videos during school events for their personal use.

Edgeborough strongly advises against the publication of any photographs or videos taken at the school or school events on social media. Staff must report all concerns about parents, visitors and contractors to the DSL.

Health and First Aid

The school's **First Aid Policy and the Administration of Medicine Policy** outlines the procedures for responding to accidents and administering medicines.

Food Safety, Preparation and Hygiene

Food safety is a vital consideration in the care of Early Years children. Choking and food poisoning present significant risk and mandate precautions in terms of supervision; staff training (food hygiene); staff knowledge and whole-school awareness of individual dietary needs.

Staff supervising EYFS children when eating should include a staff member with Pediatric First Aid and training in Food Safety and Hygiene.

At Edgeborough, active steps are taken to promote healthy eating behaviours and choices, with efforts made to instill positive dispositions regarding diet and oral health from a young age.

Food served to children is prepared in the school's kitchen under the supervision of the Domestic Bursar who ensures that the School adheres to the requirements of the external inspection by the Environmental Health department and who takes responsibility for:

- The maintenance and servicing of all the catering equipment
- The professional deep cleaning of all equipment, cooking, food preparation and storage surfaces (at least once a year)
- Seeking professional advice from a dietician on healthy menus and special diets
- Adhering to COSHH requirements for Catering and Cleaning departments
- Conducting risk assessments for Catering and Cleaning departments

The following measures are upheld in the food preparation for Early Years children at Edgeborough:

- All hot food is cooked until steaming to kill harmful bacteria, and is then cooled sufficiently before giving it to infants and young children.
- All surfaces where children eat or where food is prepared are washed thoroughly before use.
- Where food is prepared (fruit cut, toast made or snack distributed) in the Early Years classroom, precaution is exercised in the knowledge that young children may have a

low resistance to food poisoning. Staff are vigilant in keeping surfaces clean, safely disposing of waste, keeping foods safely stored and minimising all risk of contamination in how they keep, distribute and clear up food.

- The children are taught in basic hygiene (i.e. not eating food that has fallen on the floor, washing their hands with soap and warm water before eating).
- Classroom routines (of staff and children) give emphasis and awareness to hygiene.
- All equipment used in food preparation and to serve food is washed with hot soapy water or in the dishwasher. Tea towels, kitchen cloths or sponges are also washed or disposed of regularly.
- When snacks are distributed by staff in the Nursery and Pre-School, gloves are worn.
- All cookery activities in the Early Years are backed by a Risk Assessment.

Actions to Protect Against Choking

When preparing and selecting foods for the children, staff monitor choking hazards and the Kitchen prepare all food so as to minimise risk. The following actions are taken:

- Remove stones and pips from fruit before serving
- Cut small round foods, like grapes, strawberries and cherry tomatoes, lengthways and into quarters
- Cut large fruits like melon, and hard fruit or vegetables like raw apple and carrot into slices instead of small chunks
- Sausages should be avoided due to their high salt content, but if offered to children these should be cut into thin strips rather than chunks and remove the skins
- Remove bones from meat or fish
- Do not give whole seeds to children under five years old
- Cut cheese into strips rather than chunks
- Do not give popcorn as a snack
- Do not give children marshmallows or jelly cubes from a packet either to eat or as part of messy play activities as they can get stuck in the throat
- Do not give children hard sweets
- Supervise all children when eating and seat children on accessible chairs which are appropriate for their size

Allergies and Dietary Requirements

All food allergies, intolerances and special dietary requirements are known to the setting (recorded on isams, documented on posters) - also see **First Aid Policy**. Medical and dietary requirements are frequently checked and updated.

The Kitchen prepares all food with attention towards the allergens present and prepares alternative options for those requiring them. These options are clearly labelled with the following precautions also held:

- We adhere to being a nut-free school (this is impressed to parents and monitored)

- Raw eggs, or food containing partially cooked eggs are not deemed appropriate for young children
- Any food items which may risk food poisoning (i.e. unpasteurized milk, milk drinks and cheese) are only offered if cooked (listeria is killed by cooking).
- Other foods avoided include; shark, swordfish, marlin, raw shellfish and jelly cubes.
- Food offered to children always stays on the side of caution, for example, any signs of milk intolerance will result in a dairy-free diet at school.

Health Food Choices and Behaviours

The school's Kitchen prepare snacks and hot lunches for the children using fresh ingredients and with awareness as to balance and variety. The following measures are upheld to help the children develop positive behaviours around food and an awareness of healthy food choices:

- Only fresh tap water or milk is given to a drink (with the exception of special events and trips)
- Fruit is offered with every meal and snack
- Foods that are high in salt, saturated fat and sugar are offered with caution and infrequently.
- Stories, discussions, visiting speakers and activities (which may involve food preparation/cookery) serve to increase the children's awareness as to healthy food choices and a balanced diet.
- Children are encouraged but not forced to try new foods and to expand the range of healthy foods they will try.
- Children are supported to be independent when taking their snack (while still under staff supervision) and are encouraged in good table manners and eating behaviours (i.e. taking their time, enjoying food together, being thankful for what they eat).

Oral Health

Across the EYFS oral health is promoted through the following actions:

- Stories
- Visiting speakers
- Tooth cleaning activities/role play
- Supporting parents in oral health and good routines
- Focus weeks on oral health

Sun Protection

At the start of the Autumn and Summer terms parents are reminded to provide sun protection for their child, to be kept at school. In temperatures over 16 degrees, they are asked to apply sun protection before coming to school.

On sunny or hot days, staff follow the following principles:

- Top-up sun protection following lunch/after swimming/before after-school provision. Use a generic school bottle of sun protection if children do not have their own. Older children can be guided to re-apply sun protection independently.
- Place limits on outdoor free-flow or limited to shaded indoor areas between 12 – 3pm.
- Limit outdoor activity such as walks.
- Mandate that all children wear a sun hat (supply if needed).
- Encourage and remind children to drink water.
- Educate children on safety in the sun.

Sleeping Children

Where children require (according to typical routines, parent requests or staff judgement) a nap or a lie down during the Nursery day the following measures are taken to ensure that they feel safe, secure and able to sleep:

- Sleeping arrangements are discussed with parents upon joining the Nursery.
- Individual sleeping preferences and requirements are recorded for all staff to see.
- Small, individual beds are arranged in the Nursery hall after lunch for sleeping children (the condition of these beds and simple duvets are regularly checked).
- Children are undressed with clothing left on according to the temperature and time of year.
- Black out blinds are pulled down and white noise is played.
- The room temperature is monitored (ideally to be between 16 – 21 degrees).
- Children are toileted (if not in nappies) and encouraged to lie down (with their comforter if applicable).
- “Back to sleep” is encouraged as an action to reduce the risk of Sudden Infant Death Syndrome (as advised by the Foundation Of Sudden Infant Death Syndrome).
- Staff sooth children (rub backs, stroke heads) to encourage sleep.
- Ratios are kept in accordance to children awake and other staff are always in ear shot.
- Once children are all asleep a monitor is used to support frequent and documented checks on the children.
- The stairgate remains locked at all times.
- Children are woken up according to their schedule, parent requests or in event of a fire alarm.

An updated Risk Assessment for sleeping arrangements is kept and shared with staff.

Intimate Care and Nappy Disposal

Also see the school's **Safeguarding Policy**. All children have the right to dignity and respect with their intimate care. Staff must be sensitive to their individual needs and only regular staff that have undergone safer recruitment checks will be charged with toileting duties. Some children will need additional support, above and beyond age-expected development. For all tasks involving care of an intimate nature (those associated with bodily functions, products and personal hygiene) which involve contact, either direct or indirect, with sexual parts of the body, the School will:

- Ensure staff are suitably checked and that safer recruitment policies are adhered to.
- Be aware of pupil requirements.
- Involve the child as much as possible in his/her intimate care.
- Keep a record of nappy changes.
- Ensure another staff member is present at all times (keeping door to nappy room open)
- Ensure all staff are up to date with Safeguarding training.
- Encourage independence as much as possible.
- Note any unusual markings, discolouration or swellings and report accordingly.
- Wear disposable gloves.
- Dispose of soiled clothing or underwear appropriately.
- Put all nappy waste in the appropriate bin.
- Keep toilet areas clean.
- Promote hand-washing to a thorough level.

Behaviour

The guiding approach to behaviour in the EYFS is detailed in the school's **Behaviour Policy**. In essence:

- Children are praised for positive behaviour.
- Adults model positive behaviour.
- Set routines for activities to foster understanding of acceptable responses.
- Clear and consistent expectations/boundaries are set.
- Agreed set of boundaries.
- In the Early Years, stickers, certificates and class mascots provide reinforcement to positive behaviour.
- In the EYFS the Characteristics of Effective Teaching and Learning are tracked and recorded through Tapestry.
- Visual reminders/displays/posters and charts remind children on expectations.
- A class Code of Conduct is made age-appropriate to the learners and displayed/reinforced.
- Children are given the freedom to learn from their mistakes, encouraging a growth mindset.
- Any required interventions are personalised (i.e. use of social stories to reinforce kind hands)
- Dialogue with parents/contact home when required

All staff of young children are knowledgeable and trained in age-appropriate behaviours and in all cases the age of the child, any identified SEND needs and contextual factors are considered when responding to an incident of behaviour (i.e. biting, breaking resources, hitting). We are fully aware of the equal opportunities legislation as it relates to behaviour and staff are aware that they must make reasonable adjustments according to the individual child.

In extreme cases staff will work closely with the child's parents to develop a personalised plan to support their behaviour. Such may include time away from school, the involvement of specialist support, enhanced staffing.

Under no circumstances will corporal punishment be used or threatened or any form of punishment that may adversely affect a child's well-being.

Where physical restraint is required in the interests of safety (see **Physical Restraint Policy**) parents and/or carers will be informed.

Biting

At Edgeborough, we recognise that biting can occur as a part of a developmental progression and must be recognised as a form of communication (communicating need, anxiety, fear, attention, exploration of cause and effect). We respond to all acts of biting with our positive behaviour policy and look to unearth the cause behind the action.

Biting is a common behaviour among children and can be a concern for parents and staff. It can often be painful and frightening for the child who has been bitten and also frightening for the child who bites. In the event of a biting incident:

- The child who has been bitten will be the priority and should be comforted and given reassurance.
- Once the child is calm staff should check for any visual injury. If there is a bite mark, this should be washed with warm soapy water and wiped with an antiseptic wipe. Staff will explain to the child what is happening and support the child as this process may be painful.
- If the skin is broken/wound is bleeding it should be allowed to bleed (to avoid infection). The Room Leader or Head of Pre-Prep must call the child's parents. This call should be sensitive and must avoid naming the child who bit. The call should provide reassurance to the parent/carer and offer an explanation of the procedure which has been followed and (if needed) advise that the child's GP is contacted or that the child is taken to be medically checked.
- If the skin is not broken, staff should wait 45/60 minutes and then check if there is bruising or a bite mark still present. If there is no obvious mark or bruising this can then be discussed with the parents/carers at collection time. Should there be bruising then parents of the child should be called to inform them of the incident.
- The child who has bitten should have their behaviour managed by their Key Person and the consequence of this behaviour should be explained in a way which is appropriate to the child's age and stage of development.
- The child who has caused the bite will be told in terms that they understand that biting (the behaviour and not the child) is unkind and will be shown that it makes staff and friends sad. The child will be asked to say sorry if developmentally appropriate or

encouraged to give the child a favourite book or comforter. Social stories may be used to support this message.

- If a child continues to bite, observations will be carried out to try to distinguish a cause, e.g. tiredness or frustration. Meetings will be held with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault.
- The parents/carers of the child who has bitten another person should be informed at collection time; this must be handled in a sensitive and confidential manner. Parents/carers may ask you the name of the child who has bitten or been bit. Staff must explain that they cannot disclose this information as confidentiality must be maintained.
- At collection (in the EYFS) both parents should be informed of what had happened (as documented in the Incident Book, by the staff member who saw the action) and sign to show acknowledgement. This record is confidential.
- Where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, a risk assessment will be drafted.

EYFS Staffing (Key Persons)

Edgeborough's **Supervision Policy** details requirements on staffing in the Early Years which keeps a ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage (2023 review)'

With all recruitment robust Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable. Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety. Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

All children within the EYFS are assigned a Key Person (in Reception, this is the class teacher). It is this staff member that ensures that every child's care is tailored to meet their individual needs, who helps the child become familiar with the setting, who offers a settled relationship for the child and who builds a relationship with their parents.

Communication with Parents

A strong and trusting partnership is vital in the care and education of children in the EYFS. Parents are requested to ensure that the School Office has up-to-date contact details at all times. Key details and documentation (medical forms, photographic consent, collection arrangements, Tapestry consent) will be secured through the Admissions process.

Steps to promote communications with parents include:

- A weekly update on key events, awards and notices.
- Letters through School Post detail events of the term, reminders, notices and are used to secure consent or all school trips.
- Termly information meetings (Reception).
- An open-door policy and a staff member always being on duty for arrival and collection.
- Termly Progress Meetings between the Key Person and parents.
- Strong email contact between parents and the Key Person (and or Head of Pre-Prep/Room Leader) through which simple messages and questions may be asked.
- Use of Tapestry (see **Tapestry Policy**).
- Encouraged parental input on Tapestry.
- Written reports/checks/summaries in both the Autumn and the Summer Term.

Complaints

See the school's **Complaints Policy**. Parents may approach ISI directly if they believe that Edgeborough is not meeting the EYFS requirements. The number to call ISI with regard to a complaint is: 020 7600 0100