



EARLY YEARS FOUNDATION STAGE POLICY

Member of staff responsible: Lauren Green

Last reviewed: September 2022

Next review date: Autumn 2023

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Statement of intent

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception Year. At Westbury House School, children can join the Nursery class from their second birthday. Children are able to transfer to the Reception class in the September before their fifth birthday. At the discretion of the school, children can transfer to the Reception class later or earlier than their fifth birthday, depending on their need.

At Westbury House School we continuously encourage pupils to be independent, curious, confident, happy, creative and resilient learners who show respect for each other, their communities and the environment. Through our teaching and learning strategy, we develop pupils' communication skills, ensuring that they know how to appropriately express themselves and feel heard.

By establishing effective and supportive relationships with pupils, Westbury House School aims to ensure that pupils feel valued as an individual, are empowered to meet their own individual needs and enjoy their learning experience whilst achieving the early years learning goals.

1. Legal framework

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

- Childcare Act 2016
- Children and Young Persons Act 2008
- Education Act 2011
- DfE (Sept 2021) 'Statutory framework for the early years foundation stage'
- Keeping Children Safe in Education Sept 2022

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

- Child Protection and Safeguarding Policy
- Nursery Fees Policy
- Early Years Intimate Care Policy
- Behaviour Management Policy

2. Aims

Westbury House School aims to support each pupil's welfare, learning and developmental needs by:

- Providing a broad and balanced curriculum which is in line with the statutory framework for the EYFS.
- Creating an environment that enables and develops learning.
- Recognising that all pupils are unique and special.
- Ensuring every child makes good progress and no child gets left behind
- Understanding that all pupils have different needs, their own learning style and develop at different rates.
- Providing a safe, secure and caring environment.
- Encouraging pupils' independence and decision-making skills.
- Raising pupils' awareness of their identity and role within the community.
- Teaching appropriate methods of expressing needs and feelings.
- Developing pupils' understanding of social skills and the appropriate behaviour towards one another.
- Providing learning experiences which are planned around pupil's needs, reflect pupils' personal interests and build on their existing knowledge and skills.
- Understanding the importance of play in pupils' learning and development.
- Providing a range of learning environments, including outdoor learning.
- Providing equal opportunity to every child by ensuring that every child is included and supported
- Enabling pupils, parents and staff members to feel valued and respected as part of the school community.

3. Roles and responsibilities

The Head of Early Years is responsible for:

- Ensuring that all staff members have received a copy of this policy.
- Implementing this policy throughout the school.
- Ensuring that all staff members, pupils and parents are aware of this policy.
- Assigning a key person to support the needs of each pupil.
- Supporting staff development by providing regular training and CPD opportunities.
- Ensuring that parents are continuously kept informed regarding the achievements and progress of pupils.
- Maximising parental engagement and community involvement.

EYFS staff members are responsible for:

- Acting in accordance with this policy at all times.
- Ensuring that parents are aware of this policy and their role regarding the teaching and development of pupils.
- Having a firm understanding of child development and age-appropriate needs.
- Developing planning that challenges pupils and meets their individual needs.
- Encouraging pupils to effectively communicate in a variety of ways and work collaboratively.
- Supporting pupils in becoming mastery learners.
- Ensuring that the environment is appropriate and safe, as well as being supportive of their learning.
- Supporting the children in being aware of health and safety measures needed when learning in different environments.
- Providing learning experiences which adhere to the EYFS statutory framework.
- Identifying any areas of concern in regard to pupils and their learning, development and emotional needs.
- Ensuring that appropriate measures are in place to safeguard pupils.

Parents are responsible for:

- Ensuring that their child regularly attends schools, giving reasons for any absences.
- Informing the school of any concerns or problems which may affect the child's behaviour, learning or wellbeing.
- Attending parent consultations and having an active role in the school community.
- Ensuring that their child is appropriately dressed in accordance with the uniform policy.
- Building and developing on pupils' knowledge and understanding to continue learning experiences at home.
- Encouraging a pupil's development and their progress.

4. Learning and development

Learning strategies

At Westbury House School, 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 and at varying rates. We use praise, acknowledge effort and encourage a growth mindset to enable children to develop a positive attitude to learning.

We meet the needs of all our children through:

- Developing strategies that allow everyone to learn in the ways that suit them best, including the use of visual, auditory and kinaesthetic resources
- Staff members will ask open ended questions and challenge pupils to re-examine and extend their understanding of the world
- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence
- All pupils will be encouraged to make and modify plans as a method of ensuring that they review and reflect their own learning (In the Moment Planning)
- Evaluations of individual pupils' learning will be used to inform future planning
- 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
- Open ended resources will be utilised to support exploration and critical thinking, as well as providing provocations to enthuse and motivate pupils
- Learning objectives will be shared with the pupils and parents; setting clear expectations for what pupils are expected to achieve
- Monitoring children's progress and taking action to provide support as necessary

Learning through play:

Westbury House School recognises that play is essential to pupils' cognitive, imaginative, creative, emotional and social development

We aim to provide play experiences which have a balance between adult-led and child-initiated play; allowing pupils to explore their own ideas and apply what they have learnt in different situations.

Pupils will be able to explore at their own pace but are given consistent boundaries. We aim to educate children about boundaries, rules and limits and to help them understand why they are necessary. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards using verbal communication, visual behaviour cards and High Scope techniques

Staff members will be actively engaged in pupils' play, either by undertaking careful observations or by joining in with the pupils in order to develop their activity

Early learning goals:

We respond to the development and learning of each pupil by planning experiences which include both the prime and specific areas of learning

There are seven areas of learning and development that must shape education programmes in EYFS settings. These areas are split into two sections – prime and specific; however, all the sections are interconnected and important

The Early Learning Goal for the “prime” areas of learning and development are:

A. Communication and language:

- i. Listening, Attention and Understanding: Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- ii. Speaking: Children at the expected level of development will: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher..

B. Physical development:

- i. Gross Motor Skills: Children at the expected level of development will: Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- ii. Fine Motor Skills: Children at the expected level of development will: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.

C. Personal, social and emotional development:

- i. Self-regulation: Children at the expected level of development will: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- ii. Managing Self: Children at the expected level of development will: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

- iii. Building relationships: Children at the expected level of development will: Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.

The "specific" areas of learning and development are:

D. Literacy

- i. Comprehension: Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- ii. Word Reading: Children at the expected level of development will: Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- iii. Writing: Children at the expected level of development will: Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.

E. Mathematics

- i. Number: Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- ii. Numerical Patterns: Children at the expected level of development will; Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

F. Understanding of the world

- i. Past and Present: Children at the expected level of development will: Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.
- ii. People, Culture and Communities: Children at the expected level of development will: Describe their immediate environment using knowledge from observation, discussion,

stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

- iii. The Natural World: Children at the expected level of development will: Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

G. Expressive arts and design

- i. Creating with materials: Children at the expected level of development will: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.
- ii. Being imaginative and expressive: Children at the expected level of development will: Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

We support children in using the three characteristics of effective teaching and learning from the statutory framework for the EYFS, which are:

- Playing and exploring: children investigate and experience things, and ‘have a go’.
- Active learning: children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- Creative and critical thinking: children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

5. Enabling environments

Westbury House School recognises that the environment plays an important role in supporting and extending pupils’ learning and development.

All staff members are responsible for ensuring that the emotional environment is warm and accepting of everyone.

In order to create an environment in which pupils feel confident to try new things, staff members will empathise with pupils, support their emotions and ensure they feel valued.

Pupils have access to a range of learning environments, including indoor and outdoor activities for Nursery and during break times for Reception.

The indoor environment contains resources which are risk assessed, age and ability-appropriate, well maintained and accessible to all children. All indoor spaces are sufficiently maintained and appropriate for the activities planned in the spaces.

We recognise the positive impact that outdoor learning can have on pupils' wellbeing and development; therefore, we ensure that pupils have the opportunity to learn outside throughout the day.

Preschool and Reception children attend forest school once a term. Forest school is a specialised learning approach in which students visit natural spaces to learn personal, social and technical skills. It is "an inspirational process that offers all learners the opportunities to achieve and develop confidence through hands-on learning experiences in a woodland environment.

Our outdoor provision incorporates the prime and specific areas of learning, offering pupils freedom to explore, use their senses and be physically active through:

- The use of natural materials.
- Learning about growing and the living world.
- Research and experimentation.
- Playing with water.
- Physical play and movement.
- Imagination and creativity.
- Construction and den building.

School rules and expectations of behaviour are consistent throughout the different learning areas and pupils are aware of these.

Educational visits will be arranged in order to further expand pupils' learning experiences. Prior to a trip, a risk assessment of the space is carried out and it is ensured that the area is appropriate for the activity and pupils involved. This risk assessment is shared with any parent helpers to ensure everyone's safety.

6. Parental engagement

Westbury House School is committed to working closely with parents and creating an ongoing dialogue in order to capitalise on pupils' school and home experiences.

We will provide support, advice and workshops for parents, with the aim of enriching and underpinning the teaching at the school. We have curriculum morning workshops once a term, a Tapestry workshop at the beginning of the year, Step Up event for children transitioning to Reception, Transition evening during Summer term, Parents evenings twice a year and Open morning once or twice a year.

We provide parents with the opportunity to join pupils in sessions on a regular basis. We have a Snack, Stay and Play morning, inviting parents to be mystery readers, encouraging parents to do workshops related to their family culture such as Diwali, Eid and Chinese New Years, etc.

Parents are given the opportunity to co-construct learning priorities and record pupils' learning goals and interests through an online learning and development journal called Tapestry for Reception and Family for Nursery classes, Preschool Little Learners and Big Learners.

Any concerns or lines of enquiry will be discussed with parents in person or through an appointment with their child's key person or class teacher.

Family is also used to share information regarding Nursery pupil's meals, toileting incidents, absences, nappy changes, sleeping times and garden time. Through Family, Nursery parents are also notified when children have been dropped off and picked up. Parents are able to notify and message staff of changes in pick ups through Family.

Parents are kept up to date through the use of the school website, inTouch, texts, newsletters, Family notice boards and teacher consultations.

Tasks, such as daily reading and homework for Reception, are set to be completed at home under parental supervision.

7. Planning

Diversity and inclusion is at the heart of planning, ensuring provision is differentiated in order for every pupil to access learning at their stage of development.

Each pupil has an online learning profile on Family (Nursery) or Tapestry (Reception), which is a working document containing their learning journey in Early Years. Parents have access to their child's online learning as well as any nominated relative. Teacher, support staff, parents and relatives that have access to the child's Family or Tapestry account can contribute to their learning journal. Observations can include or have a combination of notes, photos and videos that may be adult- directed or child initiated. Parents and teachers can like and comment on the learning observations.

Staff observations are used to inform planning and create a picture of pupils' development. Staff members make regular assessments of children's learning and use this information to ensure that future planning reflects identified needs.

When planning activities, the following aspects will be taken into consideration:

- Pupils' individual needs
- Pupils' learning styles
- Observable patterns of behaviour
- The learning environment
- Necessary resources
- Provocations
- The early learning goals

Staff members' roles

During planning stages, finding a suitable space which is safe and enhances the planned activities is a priority.

Staff members will develop knowledge of pupils and their families and will use this information to plan learning experiences.

The Planning within the EYFS starts with the Long-Term Provision Plan. This gives an overview of the learning outcomes for the year. We use a 'Themed' approach to planning. Each half term a new 'Topic' is chosen to focus planning. In addition to the six 'Topics' chosen at the beginning of each year, small mini topics and activities are planned in response to individual children's interests. All plans are evaluated to ensure breadth, challenge and relativity.

The curriculum content for the half term is shared with parents through the parent section of the school website.

On-going formative assessment and constant communication enable staff members to reflect on pupils' self-initiated learning and interests, helping to inform the provision plan for the next day.

8. Assessment

As each child enters the EYFS setting, teachers will use their judgement to assess the age children are working within. Before the end of the first half-term or around six weeks of joining Westbury House School, pupils are given a baseline 'on entry assessment or two year check', Nursery records this in Family.

From September 2022, Reception class will be taking a Reception Baseline Assessment called BASE (from CEM) in the first six weeks in which the child has started Reception. It is an online assessment designed to give parents and teachers a snapshot of where the pupil is developmentally in Literacy, Maths, PSED and Communication and language. It is a teacher led 1:1 test that will help teachers plan activities, support and align resources to a pupil's particular needs.

In order to recognise pupils' needs, understand their progress, and to plan activities and support, pupils' development and progress will be monitored.

Progress is recorded by observing and assessing children using a combination of written observations, parents' input, photos and videos on Family (Nursery) and Tapestry (Reception) and samples of work. However, paperwork is kept to a minimum, and only what is necessary to promote successful learning and development.

Pupils' learning profiles are reviewed by staff members on a termly basis for Little Learners (2-3 years old), half termly basis for Preschool (3-4 years old) and monthly for Reception in order to track pupils' achievement and progress.

Assessment of a pupil's development levels is analysed on a termly basis for Nursery and half termly for Reception during a pupil progress meeting. This is done in order to inform the learning foci of the termly plan as well as to discuss children that need to be targeted for extra support or children that need to be extended.

Staff members provide pupils with action-specific, concise and positive feedback, allowing pupils to reflect on their own learning experiences.

Between the ages of two and three, pupils' progress is reviewed, and teachers provide a written summary to parents. Practitioners provide parents and/or carers with a short-written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected.

If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the school's Learning Development Coordinator or health professionals) as appropriate.

Where possible, the progress check and the Healthy Child Programme health and development review at age two (when health visitors gather information on a child's health and development) should inform each other and support integrated working. This will allow health and education professionals to identify strengths as well as any developmental delay and any particular support from which they think the child/family might benefit. Providers must have the consent of parents and/or carers to share information directly with other relevant professionals.

Individual pupil's progress is formally shared with parents through a report twice a year (Autumn and Summer) as well as during parents evening and through informal or formal parents' meetings, when needed.

Reports offer comments on each child's progress in each area of learning. They highlight the child's strengths and development needs and give details of the child's general progress.

The Reception formalised profiling data and scores (EYFS Profile) is sent to the Royal Borough of Kingston and Richmond nearing the end of each academic year.

The EYFS Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

Each child's level of development must be assessed against the early learning goals (see Section 4). Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile.

The Profile must be completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities must be made as appropriate. Providers should consider whether they may need to seek specialist assistance to help with this.

Practitioners regularly take part in all reasonable moderation activities specified by their local authority and provide the local authority with such information relating to the EYFS Profile and assessment as they may reasonably request.

9. Transition periods

Westbury House School understands the importance of the transition process and, therefore, we adapt our practices to support pupils settling into their new learning environment depending on each individual child's needs.

Internal transition is a carefully planned process which focuses on a pupil's key relationships.

Children in Preschool and Reception familiarise with the rest of the school's pupils and staff through joint events and trips with KS1 e.g. Forest School, Theatre trips, certain assemblies, house meetings.

Transition meetings between EYFS staff members and Year 1 staff members are held during the summer term.

EYFS staff members provide the relevant Year 1 teachers with information regarding pupils, allowing them to accurately plan effective learning during Year 1.

10. Safeguarding and welfare

Safety is paramount and Westbury House School has a robust and effective Child Protection and Safeguarding Policy to ensure the children in our care are protected. Westbury House school is committed to providing a high-quality setting which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.

Safety and security is a high priority at Westbury House School and it is important that all children in our care are safe. Our requirements, as stated in the statutory framework for the EYFS 2021, are as follows:

- Promote the safety and welfare of the children in our care.
- Immediate action is taken when children are ill, to promote good health and minimise risk of infection.
- Pupil's behaviour is managed in a way that is appropriate for their individual needs and stage of development.
- Adults who have access to children, or who look after children, are suitably vetted and trained. See Safer Recruitment Policy.
- The setting is fit for purpose and furniture and equipment is safe.
- Records, policies, and procedures are effectively implemented and maintained for safe and efficient management of the setting.
- The Early Years Designated Safeguarding Lead is Lauren Green and Rebecca Sanders. Toni Gilfillian and Natalie Prowse. Outside of term time, the Early Years Designated Safeguarding Lead is Rebecca Sanders and Toni Gilfillian.

Premises

In Early Years, the classrooms provide adequate space for learning in accordance with EYFS Statutory Framework section 3.55 and 3.56.

In Nursery, sleeping children are frequently checked and a log is kept on Family of when they've slept and when they have woken up.

There is an adequate number of toilets and hand basins available. The Nursery setting has suitable hygienic changing facilities for changing any children who are in nappies and ensure that an adequate supply of nappies, cream (sudocreme), baby wipes, clean bedding, and towels are available.

In Nursery, parents are requested to bring 2 sets of spare clothing in case of any incidents. The Nursery setting has spare clothing and any other necessary items available, when needed. If there is a child with severe allergies or eczema, the parents are welcome to bring in their own specific sheets, if needed.

Risk Assessment

Westbury House School take all reasonable steps to ensure staff and children in their care are not exposed to risks. Early Years staff determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

Safety

Westbury House School will ensure that their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Providers will comply with requirements of health and safety legislation (including fire safety and hygiene requirements).

Providers take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency and must have an emergency evacuation procedure.

Key Person

Each child will be assigned a key person upon joining Westbury House School. The key person can be their class teacher or a Nursery practitioner. Parents and/or carers will be informed of the name of the key person, and explain their role, when a child starts attending Westbury House School.

The key person must help ensure that every child's learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate.

All staff are trained annually on Safeguarding to ensure they understand the safeguarding policy and procedures and have up to date knowledge of safeguarding issues.

Staff: Child ratios

Staffing arrangements must meet the needs of all children and ensure their safety. The ratio and qualification requirements below apply to the total number of staff available to work directly with children.

For children aged two:

- there must be at least one member of staff for every four children
- at least one member of staff must hold a full and relevant level 3 qualification
- at least half of all other staff must hold a full and relevant level 2 qualification

For children aged three and over in independent schools (including in nursery classes in free schools and academies), where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification, an instructor, or another suitably qualified overseas trained teacher, is working directly with the children:

- for classes where the majority of children will reach the age of five or older within the school year, there must be at least one member of staff for every 30 children
- for all other classes there must be at least one member of staff for every 13 children
- at least one other member of staff must hold a full and relevant level 3 qualification

Food and Drink

Food provided by the school kitchen is healthy, balanced and nutritious. Before a child is admitted to the setting, Westbury House School will obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements. Providers must record and act on information from parents and carers about a child's dietary needs. Fresh drinking water will be available and accessible at all times.

Nursery has a fridge for storage and a microwave to heat up food with. Fridges and store cupboards will be cleaned regularly to ensure they are clean. Food stored in the fridge will be kept at 5°C or lower and, where necessary, reheated using the procedures stated by the Food Standards Agency.

Food will be stored in sealed plastic containers with a label of when food was prepared, and tin cans will never be stored in the fridge.

Milk will be served during morning snack and afternoon tea. Children have the choice of drinking milk or water. All dairy products will be full fat. Children over two will also be allowed semi-skimmed products. Non-dairy milk are only given as a substitute for cow's milk with the agreement of the child's parents.

Pupils will be provided with utensils that are appropriate for their age and stage of development. Pupils will be encouraged to develop good eating skills and table manners.

Meals times will be used to help pupils develop independence, through making food choices, serving food and drink, and feeding themselves.

The setting will ensure children with allergies are not exposed to foods that trigger allergies. Westbury House School is a nut free school. All permanent staff are aware of the 14 allergens due to different allergies within the setting.

Pupils will be discouraged from sharing or swapping their food with other pupils. Food that is brought into the setting from home will be appropriately labelled with the child's details, safely stored until needed and heated properly, if necessary.

Any food that is not consumed during the day will be sent home with the child.

In Nursery, the setting's food log in Family will inform parents and carers how well and what their children has eaten.

Outings

Children will be kept safe while on outings. The trip leader will assess the risks or hazards which may arise for the children and must identify the steps to be taken to remove, minimise and manage those risks and hazards. The assessment will include consideration of adult to child ratios.

11. Positive Behaviour Management

In Early years, we use the High/Scope approach that has at its core belief that children gain confidence, initiative and a lifelong love of learning when involved in well-supported activities of their own choosing. We manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs. We promote positive attitudes to learning by encouraging and recognising positive behaviour using the following:

- Praises for their effort and positive behaviour
- Stickers
- Stamps on their Gold Star Chart
- Star of the week awards
- For Reception- house points and their name is added to Good Work Book
- Wow certificates (awarded by parents and sent to teachers)

The above aims influence the strategies that we will be using when managing behaviour within the setting.

Reward and recognition for positive behaviour

In Early years, we use the HighScope approach that has at its core belief that children gain confidence, initiative and a lifelong love of learning when involved in well-supported activities of their own choosing. We manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.

We promote positive attitudes to learning by encouraging and recognising positive behaviour using the following:

- Praises for their effort and positive behaviour
- Stickers or Star Reward chart- Little Learner has a reward chart for each individual child. When a child completed their reward chart, they will be able to take it home to show their parents. Preschool has a star chart this is used to reward positive behaviour, or when they show character of virtues.
- Star of the week awards- children awarded the Star of the week will be added to the weekly newsletter so parents are aware of who has received this.
- For Reception- house points and name added to good workbook
- Wow certificates (awarded by parents and sent to teachers)

The Traffic Light System

The reception class uses a traffic light system to encourage positive behaviour. The classroom displays the colours of traffic lights: green, yellow and red faces. A rainbow is placed after the green light/smiley face. This encourages children to move beyond appropriate behaviour and receive praise for doing so.

Green signifies appropriate behaviour and it is constantly used throughout the day to encourage positive behaviour by the child. The children always start the day with everyone on the green. Should children display inappropriate behaviour, the teachers give them a verbal warning. Should they continue to display that behaviour, the child's name moves to yellow. This is a reminder that they need to reflect on what they have done. For kind or improved behaviour, they can move back to green. If a child continues to behave in an inappropriate way, their name would move to red - at which point, the child would be asked to have a period of 'thinking time'. The duration of the 'thinking time' is related to the age of the child. There is no specific area that is used for time out to prevent the child from associating that area with behaviour management. Once their thinking time is finished, the teacher speaks to the child about their behaviour and how to make it better in future. All names are moved back to green at the start of each day.

Corporal punishment will never be used or threatened.

Physical intervention may be used to avert immediate danger of personal injury. On any occasion on which physical intervention is used, it will be recorded, and parents informed on the same day.

This behaviour management strategy is also shared with the parents to ensure they link up with behaviour management in the home environment should the parents wish.





Reflection

Reflection is the first action to take when challenging behaviour is becoming a problem.

The table below can assist Early Years practitioners to reflect on how their practice and environment can impact children's behaviour.

Environmental factors	Are any of these factors contributing to the children's behaviour? Use these to reflect and improve.
The routine	<ul style="list-style-type: none"> • Is the current routine working? • Make circle time shorter if needed. • Give children warning of transition. • Have the children been outside enough? • Is there a balance of adult led learning and children led learning?
The room/ environment	<ul style="list-style-type: none"> • Review your room. • Ask yourself why have you set it up like this and does it need to be changed to suit different children • Give the environment a tidy up and make sure it is organised. • Do the children have enough to play and learn with? • Is the room fun and inviting? • Is the room too cluttered or too plain? • Do you need to look at new resources?
Play and learning opportunities	<ul style="list-style-type: none"> • Are the children given the opportunity to explore different types of play such as physical, exploration, schematic, messy play and more • Do the practitioners provide the children with inviting and exciting learning opportunities? • Do they have enough access to the garden ? • Are there activities set up in the garden area to explore?
Boredom	<ul style="list-style-type: none"> • Try not to over or under challenge the children. Try not to set up activities to are too difficult for for a child to complete themselves. • Make sure that everyday is different, exciting and fun for the children as this will support behaviour of the children • Provide new and exciting activities and experience.
1:1 time with a staff member	<ul style="list-style-type: none"> • Does the child need a bit of extra attention? • Give a child 5 minutes of your attention. This will show them that you value them and, in time, this will reflect in their behaviour.
Personal factors	Are any of these factors contributing to the children behaviour? Reflect and improve.
Special educational needs	<ul style="list-style-type: none"> • Do the staff have the correct training to support SEND pupils? • Have staff researched ways to support the SEND children in the room?

	<ul style="list-style-type: none"> • Is parental partnership strong? • Has SENDCo support been sought?
Age and stage of development	<ul style="list-style-type: none"> • Do the children understand what you expect from them? • Children aged 2-3 years have an influx of emotions, tantrums are inevitable, we need to support them as they are unsure how to manage their growing emotions. • Children aged 3-4 years. Three year olds will not be as independent as the four year olds. The 4 year olds are more independent and we are teaching school readiness. However, we need to remember that they are still young children and we must support them to find ways to manage their behaviour.
The child's individual needs	<ul style="list-style-type: none"> • Every child is unique. What works for one child may not work for another. • It is the practitioners's role to consider all of the children's individual needs when supporting them.
The outside world	<ul style="list-style-type: none"> • As practitioners it is important to build a strong bond with the children's parents. • Many different factors can impact a child behaviour. Some of these could be new sibling, moving home, parent breakup, bereavement. • If a good parental partnership is formed, parents will keep you up to date with home life and, in turn, this will support the child while at Nursery.

Other behavioural management strategies

- Use welcome time to talk with the children about rules and boundaries within the room.
- Supervision of the children to be able to stop issues before they arise.
- When children are frustrated/ angry/ upset etc, talk to them and validate their emotions e.g. "I can see that you are angry, what can we do to help?"
- Model behaviour that you want the child to learn.
e.g. Child P hurts child D. The Early Years practitioners can turn to child D and say " I am sorry that child P hurt you .That was not kind behaviour." To Child P, "That behaviour was not kind What can you do to make Child D feel better?"
- Observe the child and tune into what the child is really trying to tell you through their challenging behaviour.
- Sometime a child will need some 1:1 time with an adult to settle their behaviour. This 'thinking time' is used to refocus the child. Staff member should sit with the child and talk about the behaviour and what they expect from the child.
- Some examples of how to support children's conflict:
 - ❖ Approach calmly and with an open mind
 - ❖ Walk over and get down to their level
 - ❖ Acknowledge feelings
 - ❖ Find out what happened from both children
 - ❖ Ask for solutions and decide one together
 - ❖ Let the children be part of the outcome
- For Preschool (aged 3-4 years old),

- ❖ children work well with being given choices. Give the children two choices, by doing this the children will feel they have control over their own behaviour.
- ❖ Preschool children will be able to control their feelings better at this age. However, it is a good time to help them understanding and acknowledge their feeling and help them to manage them appropriately.
- ❖ All children learn from adults. They will watch what you do and copy, so good role modelling is essential.
- ❖ Preschool children will have developed their speech and social skills well. They will test boundaries- this is not the children misbehaving but trying to work out what they can and can't do.
- ❖ Staff need to allow this age group to be more independent, just guide them.
- ❖ Listen to the children. At this age the children will be able to communicate with you and tell you what has happened, just give them time to explain.

The ABC approach

ABC stands for A – Antecedent, B- Behaviour, C- consequence. It is a observation tool that staff can use to analyse what happened before, during and after the behaviour.

All behaviour we see can be thought of as communication. The ABC approach can help us find out what a child is trying to say eg express they are tired or hungry, as well as what the child gets out of the behaviour e.g. attention or a toy they wanted.

Antecedent- All the things that happen leading up to the behaviour
 Behaviour – What they did or said
 Consequence- how did staff deal with it or react to the situation

The ABC approach can be useful in understanding what leads to the behaviour and whether a particular response may increase or decrease the likelihood of it happening again_Using this evidence base strategy can be a helpful approach to reducing challenging behaviour. See form below.

ABC Behaviour Form

Child's name :

DATE	SETTING EVENTS (Events that could possibly contribute to the challenging behaviour)	ANTECEDENT (what happened immediately before the behaviour)	BEHAVIOUR (what does the behaviour look like. Be specific)	CONSEQUENCE (what happened directly following the behaviour? Outcome)

12. Inclusion in the Foundation Stage (see SEN policy).

In our school we believe that all our 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 the Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage and some children progress beyond this point. 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 challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary. This involves speech therapy for some of our children

13. Monitoring and review

The quality of teaching is continuously monitored, and any concerns are raised with the Head of Early Years.

This policy is reviewed by the Head of Early Years on an annual basis.

All staff members are required to familiarise themselves with this policy and adhere to it at all times.

Any changes to this policy will be communicated to parents and staff members, who can request a copy of the policy from the school office.

14. Complaints

Additional requirements apply for EYFS settings beyond those which apply to the main school.

Written complaints about the fulfilment of the EYFS requirements must be investigated and the complainant notified of the outcome of the investigation within 28 days. The record of complaints must be made available to Ofsted and ISI on request.

The contact details for Ofsted and ISI are below:

ISI: isiconcerns@isi.net 02076000100

Ofsted: enquiries@ofsted.gov.uk 03001234666