



Early Years Foundation Stage Policy

Member of staff responsible: Marjorie Martinez

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Headmistress:

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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 in the term following 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

1.1. 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 (2017) 'Statutory framework for the early years foundation stage'

1.2. 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

2. Aims

2.1. 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

3.1. 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.

3.2. 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.

3.3. 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

4.1. 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.

4.2. 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.

4.3. 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.

4.3.1. 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.

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

- Communication and language:
 - **Listening and attention:** children listen attentively in a range of situations. Pupils will listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Pupils give their attention to what others say and respond appropriately, while engaging in other activity.
 - **Understanding:** pupils will follow instructions involving several ideas or actions. Children will answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.
 - **Speaking:** children express themselves effectively, showing awareness of the listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or will happen in the future. They develop their own narratives and explanations by connecting ideas or events.
- Physical development:
 - **Moving and handling:** children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
 - **Health and self-care:** children know the importance of good health, physical exercise, and a healthy diet, pupils will talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
- Personal, social and emotional development:
 - **Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.

- **Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. Pupils will work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
- **Making relationships:** children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

4.3.3. The "specific" areas of learning and development are:

- Literacy
 - **Reading:** pupils will learn to read and understand simple sentences. Children will use phonic knowledge to decode regular words and read them aloud accurately. They will also learn to read some common irregular words. Pupils will demonstrate understanding when talking with others about what they have read.
 - **Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. Pupils write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.
- Mathematics
 - **Numbers:** children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
 - **Shape, space and measures:** children use everyday language to talk about size, weight, capacity, position distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
- Understanding of the world
 - **People and communities:** children talk about past and present events in their own lives and in the lives of family members. They

know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

- **The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
 - **Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
- Expressive arts and design
 - **Exploring and using media and materials:** children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
 - **Being imaginative:** children use what they have learned about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through D&T, art, music, dance, role-play and stories.

4.4. 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

- 5.1. Westbury House School recognises that the environment plays an important role in supporting and extending pupils' learning and development.
- 5.2. All staff members are responsible for ensuring that the emotional environment is warm and accepting of everyone.

- 5.3. 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.
- 5.4. Pupils have access to a range of learning environments, including indoor and outdoor activities at all times for Nursery and during break times for Reception.
- 5.5. The indoor environment contains resources which are risk assessed, age and ability-appropriate, well maintained and accessible to all children.
- 5.6. All indoor spaces are sufficiently maintained and appropriate for the activities planned in the spaces.
- 5.7. 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. Nursery 2 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.
- 5.8. Our outdoor provision incorporates the prime 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.
- 5.9. Learning environments within Westbury House School are well organised and suitable for group, individual and whole class learning – with interactive displays and easily accessible resources to encourage independence.
- 5.10. School rules and expectations of behaviour are consistent throughout the different learning areas and pupils are aware of these.
- 5.11. 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.

6. Parental engagement

- 6.1. 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.
- 6.2. 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 a year.
- 6.3. 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.
- 6.4. 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.
- 6.5. 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.
- 6.6. Parents are kept up to date through the use of the school website, parentmail, texts, newsletters, notice boards and teacher consultations.
- 6.7. Tasks, such as daily reading and homework for Reception, are set to be completed at home under parental supervision.

7. Planning

- 7.1. 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.
- 7.2. Each pupil has an online learning profile on Tapestry, 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 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.
- 7.3. Staff observations are used to inform planning and create a picture of pupils' competencies. Staff members make regular assessments of children's learning and use this information to ensure that future planning reflects identified needs.
- 7.4. 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

- 7.5. During planning stages, finding a suitable space which is safe and enhances the planned activities is a priority.
- 7.6. Staff members will develop knowledge of pupils and their families and will use this information to plan learning experiences.
- 7.7. 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.
- 7.8. 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

- 8.1. 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'.
- 8.2. In order to recognise pupils' needs, understand their progress, and to plan activities and support, pupils' development and progress will be monitored.
- 8.3. Progress is recorded by observing and assessing children using a combination of written observations, parents' input, photos and videos on Tapestry and samples of work; however, paperwork is kept to a minimum, and only what is necessary to promote successful learning and development.
- 8.4. Pupils' learning profiles are reviewed by staff members on a termly basis for Nursery 1, half termly basis for Nursery 2 and monthly for Reception in order to track pupils' achievement and progress. All data is transferred to the schools tracking system 'Classroom Monitor'. Data is analysed on a termly basis 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 extended. `

- 8.5. Staff members provide pupils with action-specific, concise and positive feedback, allowing pupils to reflect on their own learning experiences.
- 8.6. 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.
 - 8.6.1. 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 provider's Learning Development Coordinator or health professionals) as appropriate.
 - 8.6.2. 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.
- 8.7. Individual pupil's progress is formally shared with parents through a termly report 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.
- 8.8. 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.
- 8.9. 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.
- 8.10. Each child's level of development must be assessed against the early learning goals (see Section 4.3.2 and 4.3.3). Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile.
- 8.11. 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.

8.12. 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

- 9.1. 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.
- 9.2. Internal transition is a carefully planned process which focuses on a pupil's key relationships.
- 9.3. Children in Nursery 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.
- 9.4. Transition meetings between EYFS staff members and Year 1 staff members are held during the summer term.
- 9.5. 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

- 10.1. 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.
- 10.2. 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 2017, 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 Susan Alkiviades and the deputy Designated Safeguarding Lead is Pippa Allcock.

10.3. Premises

In Early Years, the classrooms provide adequate space for learning in accordance with EYFS Statutory Framework section 3.57.

- 10.4. In Nursery, sleeping children are frequently checked and a log is kept of when they've slept and when they have woken up.
- 10.5. 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.
- 10.6. 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.

10.7. Risk Assessment

Westbury House School take all reasonable steps to ensure staff and children in their care are not exposed to risks. Providers must 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.

10.8. Safety

- 10.8.1. 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).

- 10.8.2.** 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.

10.9. 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.

- 10.9.1. 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.

- 10.10. 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.

10.11. 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.

- 10.12. For children aged two:

- there must be at least one member of staff for every four children³⁵
- 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

- 10.13. 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 instructor³⁷, 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

10.14. Food and Drink

- 10.14.1. Food provided by the school from The Pantry are healthy, balanced and nutritious.
- 10.14.2. 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.
- 10.14.3. Fresh drinking water will be available and accessible at all times.
- 10.14.4. 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, and tin cans will never be stored in the fridge.
- 10.14.5. Milk will be served with either the morning snack. Children have the choice of drinking milk or water.
- 10.14.6. 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.
- 10.14.7. Pupils will be provided with utensils that are appropriate for their age and stage of development.
- 10.14.8. Pupils will be encouraged to develop good eating skills and table manners.
- 10.14.9. Meals times will be used to help pupils develop independence, through making food choices, serving food and drink, and feeding themselves.
- 10.14.10. 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.
- 10.14.11. Pupils will be discouraged from sharing or swapping their food with other pupils.
- 10.14.12. 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.

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

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

10.15. **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.Managing Behaviour

11.1. 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
- Name added to Good Work Book
- For Reception- house points
- Wow certificates (awarded by parents and sent to teachers)

11.2. The Early Years uses a traffic light system to encourage positive behaviour. Each classroom displays the colours of traffic lights: green, yellow and red faces. Teachers have smaller coloured face cards in a lanyard every day to easily communicate with all children. Green signifies appropriate behaviour and it is constantly used throughout the day to encourage positive behaviour displayed 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, the name would move to red - at which point, the child would be asked to have a period of time-out. The duration of the time- out 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 time-out 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.

11.3. Corporal punishment will never be used or threatened.

11.4. 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.

11.5. 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.

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

12.1. 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.

12.2. 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.

12.3. 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

14.1. 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.

14.2. The contact details for Ofsted and ISI are below:

ISI: isiconcerns@isi.net 02076000100

Ofsted: enquiries@ofsted.gov.uk 03001234666