



Early Years Foundation Stage Policy

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A happy and high-achieving boarding prep school in the heart of the glorious Cotswolds

Summary of changes and reviews

Version	Date	Summary of amendments	By
1.0	Sept 2021	Moved over to new template New Statutory framework referenced	CL/LR
1.1	Oct 2021	Reviewed, reorganized and streamlined	CL/LR
1.2	Sept 2022	Reviewed and updated with new staff changes	NR
1.3	Jan 2023	Reviewed and updated in line with current practices	EK
1.4	May 2024	Reviewed and updated with current practices	EK



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Early Years Foundation Stage policy

Introduction

The Early Years Foundation Stage (EYFS) is, arguably, the most important stage of education, covering a child's formative years and setting in place the skills and a love of learning that will see children flourish in the next stages of their education. At Hatherop Castle, the EYFS is valued by all members of the community to ensure that our children have the very best start to their education. All staff are aware of The Statutory Framework for the Early years Foundation Stage (September 2021) and of the key changes brought by its most recent review by government.

Aims and Principles

Within the EYFS and as a school, we aim to help our pupils achieve their very best, both academically and pastorally. Fundamental British values of mutual respect and tolerance of those with different faiths and beliefs will be upheld at all times. Good mental health is nurtured throughout the EYFS and beyond and staff are committed to developing the department in line with current legislation, research and best practice. As an integral part of Hatherop Castle School, the EYFS must also consider the whole school aims as found in the prospectus including:

- To provide a happy, stimulating and safe environment in which pupils can thrive and enjoy **the adventure of childhood**
- To develop considerate, tolerant and confident human beings
- To promote learning in all its forms across every aspect of school life

In addition, the following aims apply specifically to the EYFS:

- To provide a safe and happy atmosphere where children are valued as individuals through warm and positive interactions with adults
- To offer a programme of experiential learning through the Revised 'Statutory Framework for the Early Years Foundation Stage' (2021).
- To offer a programme of learning that provides continuity with what went before and progression with what will follow.
- To treat each child as an individual recognising that each one will be at a different stage in his or her development and that attendance will range from at least 2 sessions on joining Kindergarten to 10 sessions per week by Reception age.

Section 1 – Learning and Development

Educational Programme

Under the revised framework, we will deliver our programme of experiential learning in our own way but making reference to the 4 overarching principles of the EYFS

- Unique Child
- Positive Relationships
- Enabling environments
- Learning and Development



Our EYFS curriculum will be delivered through the 7 areas of learning which are

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Physical Development**
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The first three areas (in bold) are known as the Prime areas and must be given a focus during the formative years. The following 4 areas are known as the specific areas. At Hatherop Castle School the focus will shift towards the full seven areas during their time in the Nursery, as and when the child is ready. If, at any point, a child's development in the three prime areas is causing concern, parents will be contacted to initiate a discussion.

In addition to this, the three characteristics of effective learning are considered which are

- Playing and exploring
- Active learning
- Creating and thinking critically

Planning and Organising the Curriculum

We believe that it is vital for all adults responsible for young children to recognise that, for them, play is a great deal more than recreation. It has a fundamental role in early childhood education supplying the foundation upon which learning is built.

Much of the work carried out in the EYFS is done through well planned and well organised play activities. Other rich learning opportunities are followed using 'in the moment' planning, using the children's interests and curiosity as a starting point. Some of these activities will be guided by an adult, sometimes an adult will sensitively intervene and at times the children will choose to independently access activities. Staff respond to each child's emerging needs and guide their development through warm positive interactions and secure routines for play and learning. Staff reflect upon the different rates at which the children are developing and adjust their practice accordingly.

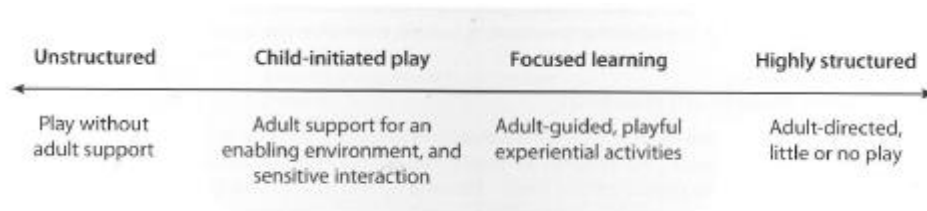
All activities will be done with a clear purpose in mind. The children will be observed regularly at their play with their areas for development identified and opportunities to further develop, planned for. Observations in the Nursery are currently recorded in a scrapbook, but from September 2024 will be recorded on Tapestry and shared with parents in line with Reception. Based on our observations of patterns in children's development needs (walking independently, using cutlery, growing independence with self-care etc.) we have created a series of 'I can' statements which will be shared with parents and used to assess children's developments, highlight target areas and practitioner's planning. There is also an additional layer of support that comes with the targets to support practitioners guiding parents in best supporting their child. These range from suggestions for ergonomic cutlery and open cups, to age-appropriate activities to support a child's developing independence and book recommendations.

The EYFS curriculum is planned in line with EYFS guidance as well as with whole school subject policies (For breakdown of the EYFS curriculum and areas of learning see appendix III). Parallel classes plan together and the same curriculum is delivered, all be it in the individual style of the teacher. Sessions are delivered through a range of subjects, topics and projects and a balance of teacher and child-initiated activities.

We plan activities in accordance with the Revised 'Statutory Framework for the Early Years Foundation Stage' (2020 Statutory from Sept 2021) so that children have the opportunity to progress toward the Early Learning Goals. Activities will be a mixture of child initiated and teacher led and the ratio between the two is flexible



depending upon the level of individual children and the stage in their development. The following diagram is taken from The Early Years National Strategy Document 'Learning, playing and Interacting' and demonstrates this.



Half-termly and weekly plans are completed and stored on Sharepoint. These can be monitored by Heads of Department, the Head of Nursery, Head of Pre-Prep and Deputy Head, Academic.

At all times, the supervision of our EYFS children adheres to the statutory requirements regarding ratios as set out in the Revised Framework. Children are always within sight and/or hearing of a member of staff. See also our EYFS/Pre-Prep Ratio Risk Assessment

If a parent feels that our provision does not fulfil the requirements as required by EYFS we would encourage them to bring any issues to us so that they may be resolved, our open-door policy means that the EYFS coordinators and the Headmaster are always available for meetings as soon as is practicable. Parents are also able to contact Ofsted with their concerns in line with the whole school Complaints policy.

Children whose home language is not English

We will take all reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We will also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS through role modelling good quality spoken language (see Appendix III). We will assess all children's communication, language, and literacy skills in English. However, where English language skills are poor, we would explore the child's skills in the home language in consultation with parents/carers to establish whether there is a cause for concern about language delay.

Early Learning Goals

In the final term of their Reception year, children will be assessed against the Early Learning Goals (ELGs). These are set out as part of the EYFS Framework and we also pay regard to Development Matters, the non-statutory government guidance. Children are judged to be **emerging** (not yet achieving the expected level) or **expected** (achieving or going beyond the expected level) for each ELG. These judgements are made based on staff knowledge of the child and their EYFS journey.

Organisation

Location of classes

Reception classes are housed in the enclosed Stableyard area in large well-resourced classroom. Kindergarten and Transition are housed in the enclosed walled garden area (see attached map – appendix II). All EYFS classrooms have access to enclosed play spaces for indoor and outdoor play and learning.

Timings

The school day

Kindergarten and Transition classes run from 8.30am-3.30pm. The period immediately after lunch is designated as rest time where children may relax, play quietly or sleep for a period. Sleeping children are regularly monitored.



Reception runs from 8.30am-3.40pm.

Snack and Lunchtime Arrangements

All children who are present for the morning session are provided with a snack mid-morning and lunch in the Dining Room at 11.45 (Nursery) and 12.10 (Reception). Afternoon snacks are provided for those children staying for the afternoon and in to creche. Drinking water is always available.

After school care

EYFS children can be collected at the following times:

- 3.30 end of Nursery day
- 3.40 end of Pre Prep Day
- 4.30 end of clubs (PP) creche (N)
- 5.30 end of creche (PP) and late creche (N)
- 6.10 end of late creche (PP)

When the children are signed in each morning, there is an opportunity for written recording of who is collecting the child at the end of the day, if different to normal arrangements. Children will only be released to their parent or carer unless we have written permission for someone else to collect the child, this could also take the form of an email to the key worker or class teacher or to the school office. In the event of a last minute change to the collection arrangements, parents can telephone the school office and a message will be sent to the relevant staff via email.

Action to be taken if a child is not collected from school at the end of normal school hours

- A phone call should be made to the parents or designated representative to find out why the collection has not happened and to make arrangements for the child to be collected.
- After reassuring the child, they will be placed, depending on the time of day, into the relevant session (if during the day) or after school care provision.
- If the child is still in school after the EYFS provision has ended (ie after 6.10pm) the child will join boarding staff in the dining room to be looked after with the boarders until collected.
- If necessary a further phone call to parents will be made.
- If we are unsuccessful in contacting parents or designated representative, then the Designated Safeguarding Lead for EYFS will be contacted to follow up with Social Services and/or the Police as appropriate.

Staffing, Equipment and Resources

Management and Leadership

Headmaster: Nigel Reed MEd, BSc (Hons) PGCE

EYFS Co-ordinators - responsible for day to day running of EYFS:

Mrs Lucy Riley CertEd EYPS (Nursery co-ordinator - responsible for Kindergarten and Transition)

Mrs Ellie King BSc (Hons), PGCE (Head of Pre Prep – responsible for Reception)

Designated Safeguarding Lead: Mrs Sian Dawson

Deputy Designated Safeguarding Lead: Mrs Ellie King

Designated Lead Practitioner for safeguarding in the EYFS: Mrs Ellie King

Staffing and ratios

Kindergarten:	Mrs Lucy Riley Cert Ed, EYPS
	Miss Jessica Baldwin CACHE level 3 Early Years and Childcare
	Mrs Riana Easterbrook Level 3 Early Years

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	Miss Vicki O'Connor (Currently training for level 3 qualification)
	Mrs Sarah Lawson (Currently training for level 3 qualification)
	Miss Amy Kavanagh (Level 3, Currently studying for Foundation Degree in
Early Years)	
Transition:	Miss Nina Easterbrook BA (Hons) Primary Education
	Mrs Judith Prakash
Reception:	Miss Laura Buck
	Miss Gemma Crane
Reception Assistant:	Mrs Marianna Gausen
Specialist staff	Mr Nigel Bailey (PE and Games)
	Mr Stuart Hughes (PE and Games)
	Mrs Kathryn Donovan (Reception PE and Games)
	Miss Rebecca Scott (Nursery Dance)
	Mrs Sally Easterbrook (Reception Art)
	Mr Christopher Page (Music)
	Mrs Donna Christie (MFL)

We also have visiting staff to offer a wide range of extra-curricular activities available to all children from the appropriate age. All staff both permanent and visiting are subject to an enhanced check through the Disclosure and Barring Service. The appointment of all staff follows the procedures outlined in whole school policy which includes Disqualification by Association. A visitor risk assessment is completed for all external visitors/speakers. In addition to this, families living on site are also DBS checked.

All statutory staff child ratios are adhered to and children are usually within sight and hearing of staff and always within sight or hearing. A ratio risk assessment is completed annually and updated termly to reflect the needs of the current cohort and staffing levels available.

Equipment and resources

Each department (Pre-Prep and Nursery) has a start-up budget with which to equip individual classrooms for September. Requests for larger purchases in EYFS can be made in writing to the EYFS co-ordinators who, along with the Headmaster will prioritise requests. Any purchases will be made from the yearly Nursery and Pre-Prep budget. In addition to this, specific subject resources are the responsibility of subject co-ordinators who will collect any requests relevant to their department.

Section 2 – Assessment

Assessment and Record Keeping

In EYFS, assessment and recording will be based on a mixture of written observations of the child, photographic evidence of activities and the children's work and assessments. Observations of the children in Reception are carried out on Tapestry, our online learning journal. Nursery children have a scrapbook in which milestones are recorded. These informal, formative assessments allow the staff to assess and respond to the changing needs and interests of the children. We use the Development Matters statements to structure our observations throughout the EYFS and make use of the Early years flags to help identify future areas for focus. Next year, we will use our 'I can' statements for this purpose.

In Reception, in addition to the EYFSP, the children will participate in the GL assessments at the appropriate stage and this more formal, summative assessment will be used to enhance the information passed on to Year 1 staff.

From September, progress throughout EYFS will be tracked via Tapestry which tells the story of the child. This begins with the children in Kindergarten and follows through to Transition, Reception and beyond. In this way, the EYFS records become the foundations of Key Stage 1.



Parents in Reception have access to their child's Tapestry account and are encouraged to add observations of progress made at home. In line with the Revised 'Statutory Framework for the Early Years Foundation Stage', all of this information will be shared with the parents at Parents' Evening or upon request from the parents. This information has been included in the Parental booklet available to all parents in EYFS at Hatherop Castle School.

Assessment in the Early Years at Hatherop Castle School will continue to be reviewed on a regular basis in line with changes to the EYFS. We are currently reviewing Baseline options, data tracking and reporting structures.

Progress Check at 2

This check is carried out on children between the age of 24 and 36 months and gives an outline of the child's development in the prime areas of learning. The progress check will identify the child's strengths and any areas where some additional support might be needed and focus upon areas of concern or developmental delay. Activities and strategies to support the child will be addressed. The information is then shared with parents at parents' meetings and parents are asked to contribute to the report. Any Prime Areas in which there is an emerging concern are highlighted and staff will discuss with parents how they can support their child's learning at home.

Reception Baseline

As an Independent school, we are not permitted to partake in the government's Reception Baseline assessment. However, we carry out our own baseline assessments with the children during the first half term of Reception. These will be a combination of formal and informal tests and observations based on the needs of the current cohort.

Early years Foundation Stage Profile (EYFSP)

During Reception, children work towards the Early Learning Goals which are recorded on the EYFSP. The profile will reflect the teacher's own knowledge and professional judgement of a child and will inform discussions with parents, and any other adults whom the teacher or parent judges can offer a useful contribution. This will be completed in the final term in which a child turns 5 and no later than 30 June. Children are judged against each Early Learning Goal as to whether they are reaching the **expected** level, or not yet meeting the expected level or **emerging**. The judgements made are moderated bi-annually both within the setting and with other settings. The results of these profiles are forwarded to the Local Education Authority for collation if requested. Whilst the new framework does not require written evidence for these judgements, 'the story of the child' can be seen through their online learning journal in their Tapestry account. If required, we would permit the LEA to observe the completion of the EYFSP. Year 1 teachers will be given a copy of each child's profile along with a short commentary on their skills and abilities in relation to the characteristics of effective learning. An opportunity will be provided to discuss the results of the profile with parents and with the teacher who completed it. The profile will be completed for all children including those with SEND. Reasonable adjustments will be made as appropriate for children with SEND.

Reporting to Parents

In accordance with whole school policy, we feedback to the parents regularly throughout the year, both at parent's evenings and in the form of a written report. At the appropriate time, this feedback will be a written report known as the '**Progress Check at age 2**'.

Headings for EYFS reports are as follows:

- Characteristics of Effective Learning
- **Communication and Language**
- **Personal, Social and Emotional Development**



- **Physical Development**
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

To begin with, while a child is still 2, the report will consist of the first four points above (the characteristics of effective learning and the three prime areas). When appropriate to the child, the specific areas will then be included.

EYFS Parent's evenings take place once a term and Hatherop Castle School operates an 'open door policy' whereby parents can have short meetings with the teacher in the mornings and, if a longer discussion is required, appointments can be made via the child's key worker.

Written reports will take the form of 'Grade cards' in Michaelmas and Lent terms (Reception only) and a full written report in the Trinity term (all children in EYFS). Grades will not be given in EYFS but comments on each area of learning. In the Summer term of Reception, the full written report will include the EYFSP judgements with the addition of an 'exceeding' and 'exceeding plus' judgement, which will show achievements beyond the ELGs for those children for whom it is appropriate. We are currently developing a progression document which will include further details of these objectives.

Parents will be notified of any upcoming Inspections and the Inspection report will be available to Parents as soon as it is published.

Section 3 – Safeguarding and Welfare Requirements

Child Protection

Safeguarding and child protection are of utmost importance at Hatherop Castle School. Our EYFS department follow the whole school Safeguarding and Child Protection Policy. A summary of which can be found on the website. In accordance with statutory regulations, OFSTED will be informed of any allegations of serious harm or abuse by any person living or working on the premises and of the action taken. OFSTED will be informed as soon as possible but within 14 days.

The DDSL (Deputy Designated Safeguarding Officer) and Head of Pre-Prep has responsibility for Safeguarding in the EYFS. The DDSL and Out of hours DSL have responsibility for safeguarding during holiday club provision.

Mobile phones and other personal devices should not be in the presence of the children unless it is necessary for safety reasons - when off site or when outside in the grounds. In this instance, a school radio should also be taken in case of a lack of signal. Please see the whole school Mobile Phone, Smartwatch and Camera Policy for further details.

Suitable People

We endeavour to recruit and retain the highest quality staff into our EYFS provision and uphold all regulations regarding staffing checks and recruitment. When deploying staff each year, consideration is made to the level of qualifications and experience of the staff concerned as we recognise the benefits of having well-qualified staff working with our youngest children. Qualifications form part of our **Ratio risk assessment** document which sets out annually who will work where within the EYFS and Pre-Prep.

Staff taking Medication

Practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children. Should a practitioner need to take any medication which may affect their ability to care for the children, medical advice must be sought. Practitioners will only work directly with the EYFS children



if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after the children properly. Staff medication must be kept out of the reach of children, there are locked cupboards in the Pre Prep Art Room and Nursery kitchen which can be used for this purpose.

Staff qualifications, training, support and skills

Staff development and support

Induction of new staff

Induction of new staff will take place according to the process outlined in the staff handbook and the whole school Induction Policy. New staff in the EYFS department will be mentored according to the Induction Policy.

ECT (Early Careers Teachers)

When new staff entering the EYFS are newly qualified (Early Career Teachers) the IStip training programme will be followed. All existing staff will support the ECT in achieving the relevant qualifying standards.

CPD

All staff at Hatherop Castle School are actively encouraged to participate in Continuing Professional Development (CPD) and specific EYFS training courses are available through Gloucestershire County Council. Training needs are identified by individual staff during supervision meetings and as part of the coaching programme. Any requests for CPD are to be made in writing to the headmaster. Please see Supervision Policy. Staff who attend courses are expected to disseminate information to the rest of the EYFS staff.

Staff supervision

All EYFS staff participate in Supervision sessions with their line manager. Please see **EYFS Supervision Policy**.

The role of the Key Person

Kindergarten, Transition and Reception are grouped by the Headmaster and the relevant staff each year under individual criteria which best suit the children of each cohort. Parental requests or friendship considerations are taken into account. Each group is assigned a **key person** who is responsible for all aspects of the children's care. This includes assessment and reporting to parents as well as individual children's daily needs. The key person is the first port of call for parents who may have a query about their child's education or care. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. If appropriate, the key person will discuss with the parent any need for specialist support. This information is contained in the Welcome to the Early Years Foundation Stage booklet for parents given out when their child joins Nursery. Parents and children meet their key person in the Summer term before they enter their group at induction afternoon. In Reception, the Key Person is known as the Class Teacher.

Ratios

At all times, both in term time and during holiday provision, we ensure that the Statutory regulations for EYFS ratios and staffing levels are upheld. The Ratio risk assessment details how this is achieved based on the current cohort. If a member of staff is absent they must contact Deputy Head, Head of Nursery and Head of Pre-Prep who will ensure cover is provided to meet ratio requirements. Where this is not possible between Nursery and Pre-Prep staff, the Deputy Head to provide cover staff as required or to look at alternative solutions. During holiday provision, staff would contact Holiday Club Coordinator who would liaise with the School Business Manager and other members of the SLT team to ensure ratios are adhered to.



Before and After School Care

Staff are available in their classrooms from 8am with sessions and lessons beginning at 8.40am. After school the following provision is available. Parents book into this at the start of term. EYFS and Pre Prep staff run this provision.

	3.40-4.30	4.30-5.30	5.30-6.10
Nursery	Creche	Late creche	
Pre-Prep (Reception)	Clubs	Creche	Late creche

Action to be taken if a child is missing during the school day or whilst in after school care or holiday provision

- All staff in the immediate area to be informed. Information sought as to where and when the child was last seen.
- All remaining children to be supervised while **one** member of staff looks for the child in the immediate area.
- If the child is not found the school office will be notified and the search will widen to within the school grounds.
- If the child is still not found, their parents and the police will be notified.
- If the child is found to have been removed from school by a parent with limited access the DDSL will also inform Social Services.
- Incident will be recorded in writing and logged with the Headmaster
- If the child is found within the school grounds, support and reassurance will be offered and parents will be contacted by the child's key worker.

Holiday Provision

Reception children are eligible to attend Main School Holiday Club – this consists of a variety of activities run by school teaching staff. This runs for 2 weeks in the Summer holidays from 8.30-4.30 and for 1 week in the Christmas and Easter holidays from 8.30-4.30.

Nursery holiday club runs concurrently with main school holiday club and is for Kindergarten and Transition children. All statutory ratios in Revised EYFS Statutory Framework (2021) are adhered to.

Year round provision is offered to all EYFS children in addition to Holiday Club. The hours are from 8.30am to 4.30 pm every day of the year except between Christmas and New Year and all Bank holidays and staff inset days. All statutory EYFS staff pupil ratios and welfare requirements are adhered to.

Holiday Club Coordinator is responsible for the day to day running of the Nursery Holiday Provision liaising closely with Heads of EYFS and holiday club staff to ensure all statutory regulations, including ratio requirements but excluding learning and development requirements are met.

Health

The EYFS aims to promote the good health including oral health of children attending the setting. Healthy snacks are offered to children during morning break and a cooked lunch, which includes the option of fruit for pudding, is provided. Children staying for full day sessions in Nursery are asked to bring a toothbrush to school so that teeth can be cleaned after lunch. Healthy eating and exercise form part of the Early Years curriculum.



Medicines – children

In the EYFS, parents are asked to sign a daily medical permission slip for medication to be administered which also allows for communication re any medication given prior to the school day. Medication is administered to EYFS children in line with the whole school First Aid policy. All medication is recorded in the medication book in Nursery which is handed to the parent/carer to sign on collecting the child that day to ensure that they are aware that the child has had medication. In Reception this is recorded on the medication form and stored with the medicine in the locked cupboard. Prescribed medication may be given to children whose parents have given permission. This must be in the original container and will be kept in a locked cupboard or fridge.

Food and Drink

All children who are present for the morning session are provided with a snack mid-morning. This can consist of fruit, vegetables, sandwiches, biscuits and milk. Drinking water is always available to all pupils at Hatherop Castle School. Lunch is eaten in the main school dining room and children are provided with a balanced and nutritious hot meal. Vegetarian and dietary alternatives (eg non-dairy) are always catered for. These needs are collated before entry during the admissions process and on medical forms, this information is stored on PASS/3Sys and is accessible to all staff. In the event of 2 or more children being affected by food poisoning we would inform OFSTED within 14 days. Basic food hygiene training will be delivered by the School's catering manager as required. EYFS staff who prepare food will be trained in food hygiene.

First Aid, Accident or Injury

All EYFS staff follow the whole school First aid policy and EYFS staff have paediatric first aid training including specialist training where medical or technical knowledge is required. All areas of the EYFS have access to a regularly maintained first aid kit. In the Nursery EYFS staff administer first aid to children with minor bumps and bruises and this is recorded in the accident book in Nursery which parents sign on collection. In the Pre-Prep staff administering first aid complete a form which is then passed to House Mother who collates this information. Where first aid has been administered for more serious injuries E.g. head bumps, bleeding or heavy bruising, parents will be notified immediately by email or by telephone. Should a child become ill with an infectious or notifiable disease parents are asked to notify the school and keep the child away from school for the recommended length of time as outlined by the Health Protection Agency. This information is in the Welcome to the Early Years Foundation Stage booklet for parents. A member of staff with a current Paediatric first aid certificate is always on the premises and available when children are present. In addition to this, a member of staff with paediatric first aid training will accompany all EYFS trips and visits.

Managing Children's Behaviour: Nursery and Pre-Prep Behaviour Policy

Aims of the policy:

- To ensure consistency amongst the staff when dealing with the children.
- To ensure all staff and parents are informed of the expected code of behaviour allowing all members of the setting to enjoy their experience within the EYFS while active learning takes place within a secure environment.
- To promote an ethos of positive reinforcement of appropriate behaviour.

Code of conduct:

Staff are always a positive role model for the children. They value and praise positive behaviour and provide a firm structure and boundaries of behaviour within which the children feel secure.

Staff discourage anti-social behaviour whether physical or verbal and liaise closely with parents should a particular concern arise. Children will be always supported with their behaviour through staff taking the time to discuss any issues and work then through together, modelling strategies to solve conflict and manage



emotions. At all times appropriate behaviour will be rewarded by giving stickers, house points, verbal praise or other age appropriate rewards.

Expectations of children:

- Children are expected to co-operate with one another and adults according to their stage of development.
- Children are expected to show respect for one another and adults according to their stage of development.
- During free play children are expected to interact harmoniously with one another.
- At snack time and lunch time children are encouraged to sit at the table until everyone is finished and then ask if they may leave the table. Positive table manners are also encouraged.
- Children are expected to show respect and take responsibility for all school equipment and property.
- At the end of play time children are expected to stand still on hearing the 1st signal and on the 2nd signal help, to clear away the equipment before lining up.
- At home time all children are expected to wait quietly in a line before being accompanied by an adult to their parent/carer. They shake hands with the member of staff, giving eye contact and saying “good morning/afternoon (Teacher’s name)”
- During any rest periods children are expected to show respect for each other and to behave in a considerate way.
- Before leaving the classroom for a change in location eg. going to the gym, children are expected to line up safely without pushing or intimidating one another.

Behaviour management:

Positive reinforcement:

In the Nursery each class uses positive praise and encouragement to reinforce appropriate behaviour.

In the Pre-Prep the visual cloud system is followed. There are 5 stages ranging from sunshine to lightening cloud. All children start each day on the neutral cloud and move up or down depending on the behaviour. At the start of each year each class individualises the list of ‘moving up’ or ‘moving down’ behaviours. These are found and recorded in the pupil planner. This creates a set of class rules which the children have ownership of.

There are positive rewards for ending the day on the sunny spells or sunshine. There is space in the pupil planner for staff to record the child’s position on the cloud system each day to provide a link between home and school.

The system allows children a chance to correct their behaviour and return to a positive position before the end of the day. However, if a child lands on the lightening cloud, there is a consequence of missing an appropriate amount of their next break time.

Should a pupil’s behaviour not meet our expectations according to their stage of development, the following stages apply

- The pupil will be gently reminded of the appropriate behaviour.
- Should a serious incident occur during the school day parents of children involved will be contacted by email to explain the situation.
- If the inappropriate behaviour persists over a period of time, parents will be contacted and an informal meeting will take place to discuss expectations of behaviour at home and at school. A strategy for dealing with inappropriate behaviour will be agreed upon. This could be recorded on a Pastoral Care/Behaviour plan



E.g. The child may be removed from the situation to sit beside an adult for a short period of time. If the behaviour persists or is deemed to be severe, the child may be given a period of time out to compose themselves. **At all times the adult will explain to the child why the behaviour is unacceptable, acknowledge their feelings and work with the child to find a constructive solution to the conflict.**

Where a child's behaviour has resulted in the injury or serious upset of another child, the parents of both children will be contacted. Every effort will be made for this to happen at the same time and before or at the next collection time. The parents will be informed of the incident with a description of what happened and how it has been dealt with e.g. first aid administered or sanction imposed. A written record of this should also be kept in the incident book detailing all of the above.

Where it is felt that a child is not making progress with their behaviour, a Pastoral care plan may be completed to offer support and guidance. This will be completed with the parents and should be a short term, regularly reviewed plan.

At all times the Headmaster is kept informed of individual children's behaviour. In cases of severe disruption and persistent inappropriate behaviour the Headmaster may request a meeting with the child's parents to discuss the possibility of an appointment with an educational psychologist or behaviour specialist.

- Physical intervention by an adult is seen as inappropriate **except** when used to prevent an accident such as a child running into another or to prevent an injury or damage to him/herself during an emotional outburst for example. Giving comfort to children by holding them whilst they are distressed or upset is not seen as physical intervention. Head of Pre-Prep and Director of Sport have Physical Restraint Training. A record is kept of occasions where physical intervention has been used and parents are informed as soon as possible and on the same day.
- Positive behaviour is at all times rewarded and encouraged through the use of stickers, house points, special responsibilities and praise from adults and peers.
- Corporal punishment is neither used nor threatened at Hatherop Castle School. All reasonable steps will be taken to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child or by anyone living or working on the premises.

Review:

Regular staff meetings, supervision meetings and informal and frank chat between staff. Daily evaluation of children's behaviour and progress through observations. Staff meetings to evaluate system and make changes if necessary.

Safety and Suitability of Premises, Environment and Equipment

Health and Safety

Hatherop Castle School attaches great importance to safeguarding the health, safety and welfare of pupils and those employed in it. Legal requirements provide the minimum standards of health and safety. In the EYFS we also take specific guidelines from The Revised 'Statutory Framework for the Early Years Foundation Stage' (2021). The aim throughout the school is to achieve standards which are above the maximum where practicable.

Smoking and Vaping

Neither smoking or vaping are allowed on the school site, including the wider grounds.

Risk assessment

Risk assessments for our classrooms including fire risks and outside areas and play areas are completed in line with the Health and Safety Policy. In addition, play areas for EYFS children are assessed daily. Dynamic



risk assessment is encouraged and any changes to the normal routines are recorded on the daily email sent by the Deputy Head, Pastoral. During the daily, dynamic risk assessment any issues will be highlighted to the site team and the EYFS staff via email. Please also refer to whole school Health and Safety policy.

Outings

EYFS adheres to the whole school procedures for educational trips and visits, including visiting our onsite Forest School area. Written risk assessments are completed, ratios adhered to and at least one member of staff with Paediatric first aid training accompanies all EYFS outings.

Special Educational Needs

SENCo (Reception, Pre Prep and Prep school): Mrs Sara Stephens

SENCo (Kindergarten and Transition): Mrs Lucy Riley

Aims and objectives

- To identify the special needs of every individual child at the earliest opportunity and report to the SENCo.
- To meet those needs swiftly and effectively.
- To liaise with parents and carers at appropriate stages of the process.
- To record and report information to all adults concerned.

Rationale

The EYFS has regard to the whole school policy on Learning Support and in addition adheres to the SEND code of practice 2015. We recognise the importance of early identification of SEND and the need to act effectively to meet those needs. We also recognise the importance not to turn every difference between children into an issue which needs addressing. If there are concerns of an educational nature or it is felt that a child needs more specialised help eg. the services of external agencies we would refer to the appropriate Senco and main school Learning Support policy. Parents will be kept informed at all stages of the process and any action will be recorded in line with whole school policy in line with the following steps.

Identification, assessment and provision for children with SEND in the EYFS

1. Staff will complete a 2 year check on every child between the age of 24 and 36 months. This allows us to identify and child whose progress is below expectations in the Prime Areas of Learning. This is then discussed with the child's parents.
2. Through observation and monitoring of all children in the EYFS we are able to identify children whose progress is falling below expectations. This is then discussed between staff on an informal basis in order to gather further information.
3. Staff continuously observe the children and any child who gives cause for concern is identified and discussed at staff meetings and notes are taken. Consideration is given to whether the concern is confirmed or not, whether we are able to resolve any problem by adjusting our practice and whether we wish to raise our concerns with the child's parents.
4. If the child continues to be a cause for concern and that concern is significant enough the child's teacher will have a discussion with the parents and further action may be agreed upon.
5. Following parental discussion we will continue to observe in order to gather further evidence. At this point the advice and expertise of the SENCO may be sought.
6. An appropriate time will be found to share this evidence with parents. Notes will be taken on the 'My Profile' form and together with the child's parents a 'My Plan' will be drawn up, and review date will be agreed upon.
7. We will review the plan on the agreed date with the parents and any changes or recommendations will be added. If necessary we will draw up a new Plan or will agree to continue with the present one and decide upon a new review date with further targets set



8. Regular reviews of the Plan will take place. Following liaison between parents, teachers and the SENCO outside agencies input may be sought. All notes on children whose progress gives cause for concern will be kept in the appropriate file on Share point and passed on to the next teacher or school in line with whole school policy.
9. In consultation with professional agencies and with parental permission a My Plan + (or equivalent) will be drawn up and, if necessary, an application for an EHCP will be sought.
10. Where a child in EYFS has been awarded an EHCP all necessary steps to support will be taken.

Information and Records

Information about the Child

Information about the child, including full name, date of birth, name, address and emergency contact details of all parents/carers and details of where and with whom the child normally lives is stored on PASS and 3sys. We also hold data for each child regarding behaviour, special needs, medical details and assessment data. These are all stored securely on either 3sys or Sharepoint and parental access can be requested at any time via the Headmaster.

Information for Parents and Carers

A Welcome to the EYFS and a Welcome to Reception booklet are given to each family upon starting at Hatherop Castle. These contain all relevant day to day information. In addition, key policies and information is available on our school website including on the Parent Portal which is password protected.

Complaints

Please see the whole school Complaints Policy.

Section 4 – Links

Partnerships with parents, community, other settings, and professionals

In the EYFS we recognise the important role that parents can play in the education of their children. The open door policy of Hatherop Castle School and Tapestry accounts allow parents to contribute achievements of the children. Any information that can be provided regarding interests of the child and so on are readily received. Along with planned parent's evenings, this gives both formal and informal opportunities for parental input. As and when required, help may be sought and joint links made between home, school and external agencies.

EYFS children are encouraged to take an active role in the community, both in school and the wider community. Harvest festival offers the opportunity for the children to donate money or goods and EYFS children are fully involved (when considered age appropriate) in their own and whole school fund-raising activities.

The Early Years Profile judgements are moderated within a cluster group of up to 4 other settings and links with these schools are useful in developing the department as well as moderating Early Years Profile judgements. We aim for these moderation meetings to be held termly.

For children who attend a second EYFS setting, a link will be sought to exchange information on their progress.

Staff working with children who require additional support (including those with EHCPs) will work closely with all relevant external agencies.



Links between Nursery and Pre-Prep

Transition from Nursery to Reception

We recognise that entry into full time education is a very important step in a young child's life and aim to make this as easy and seamless as possible for all our pupils.

In order to achieve this, all children in Transition are introduced to the Reception staff and the current Reception children through regular playtimes together in the Trinity Term. During the year the children will also visit the Reception class on a regular basis and join in an activity with the Reception staff or another member of staff from the Stable Yard. During the Trinity Term those children not going through will remain in Nursery (rather than visit Reception) and they will complete an activity to prepare them for the next stage in their education.

Links with other key school Policies

Equal Opportunities

We value the needs, beliefs and opinions of all children and their families and aim to handle everyone sensitively. We aim to promote the spiritual, moral, cultural and social development of children through learning about religious festivals and practise some of which fall quite naturally into the children's lives. We aim to ensure that no child is being denied opportunities on account of their ethnicity, race, gender, social background, special need or disability. Please also refer to whole school Equal Opportunities Policy for full details. Children whose home language is not English will be supported to develop their home language through play and learning wherever possible. At all times children's skills in English will be promoted to ensure that a good standard of spoken English is reached by the end of the EYFS.

At Hatherop Castle School, we actively promote the British values of:

- Tolerance
- Mutual respect
- Individual liberty
- The Rule of Law
- Democracy

Admissions

Hatherop Castle School accepts all children in line with our equal opportunities policy as long as we have the staff, resources and ability to educate them within current guidelines on ratios. We do not take children before their second birthday and recommend that they are 2 ½ on entry to Kindergarten. Priority will be given to children who will be continuing their education at Hatherop Castle. Prior to admission information is obtained about any special health requirements, dietary requirements and food allergies that the child may have. This information is shared with the catering department who will provide appropriate meals.

Section 5 – Departmental Development

Achieved or started within the last academic year:

- To renovate and redecorate the Nursery - started
- To introduce an online learning journal accessed by parents
- Purchase of new playground equipment for Kindergarten
- Purchase tablets in EYFS classes to facilitate the use of Tapestry and enhance curriculum provision.
- Embedding new Statutory framework
- Develop use of Tapestry



- Improving ICT facilities specifically access for EYFS pupils in particular the provision of interactive whiteboards
- Renovate Boot toilets in Stableyard

Next immediate targets:

- Covered play area for Reception classes
- Develop outdoor learning spaces in the Stable Yard
- Embed the use of CLPE for robust English teaching in Reception and Transition, in conjunction with Head of English
- Embed the use of Little Wandle for Phonics teaching in Transition and Reception
- Embed the use of Think Write for Handwriting teaching in Transition
- Introduce a Maths programme of learning for Transition, in conjunction with Head of Maths

See Development Plan for further details

