



Devonshire House Preparatory School

Early Years Foundation Stage Policy

Written by: Mrs P. Szpakowski	September 2023
This Policy is the responsibility of: The Head of Nursery and in conjunction with Head of School, Head of Years-Acorns, Oaks, Reception	July 2018 July 2019 July 2020
Next review:	July 2025

Please read with reference to:

Safeguarding Policy, First aid policy, Intimate Care policy, Behaviour and Discipline Policy, Equal Opportunities Policy, English as an Additional Language Policy, Learning Support and Special Educational Needs Policy.

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Introduction:

The Early Years Foundation Stage is designed for children from birth to the end of their Reception year (the year in which they turn five). The revised Statutory Framework for the EYFS came into effect from September 2023 and this policy outlines the ways in which Devonshire House Early Years manages and runs the department. We also use the non-statutory guidance within the Development Matters document to guide and refine our teaching.

Each child is an individual with interests, needs and dispositions that deserve careful consideration. At Devonshire House we work hard to cater for all children by creating an environment where learning is purposeful yet play-based.

Our children feel safe, happy and included regardless of their background, nationality or gender.

Children develop so quickly in the early years and a child's experiences between birth and the age of five have a major impact on their future life chances. Their well-being is paramount, and we nurture each child's resilience, knowledge, confidence and independence through a broad and enriching curriculum. Our aim is for our children to move on through the school having developed a thirst for knowledge and a life-long love of learning.

Structure Of Early Years Department

URN: 100080

DfE number: 202/6380

Setting address:

2 Arkwright Road
London
NW3 6AE

The Early Years at Devonshire House consists of: Nursery and Reception (spanning 2-5 years)

Year Group	Age Range	Admission point
Nursery Acorns	2-3-year-olds	Sept and Jan (other admission periods may be possible)
Nursery Oaks	3-4-year-olds	Sept (some in year admissions possible)
Reception	4-5-year-olds	Sept (some in year admissions possible)

Year Group	No. Of children in class	Staffing	Hours and Sessions	Toilet trained	Sleep facility
Acorns (2-3yrs)	Maximum 27 With appropriate number of staff	1 fully qualified teacher Early Years Qualified support staff Key worker system	Morning: 8:30 or 8:45am-11:45pm Full day: 8:30 or 8:45am - 3:00pm Extended day: 8:30am-5:30pm (managed by school staff) Sibling care: 8:30am-3:45pm	No but ideally by 3 years old	Yes
Oaks (3-4yrs)	Average 16 (but could rise to 21)	1 fully qualified teacher 1 Early Years qualified support staff	Full day 8:30am -3:00pm Early Morning: 8am Extended day: 8am – 6pm (external afterschool club) Sibling care: 8am-3:45pm	Ideally	No
Reception (4-5yrs)	Average 20	1 fully qualified teacher 1 Early Years qualified support staff	Full day: 8:50am – 3:15pm Extended day: 8am – 6pm (external afterschool club)	Yes	No

Key Personnel

- Head of Nursery – Mrs Paula Szpakowski (member of the Senior Leadership Team)

- Head of Year-Nursery Acorns – Ms Morgan Smith
- Head of Year-Nursery Oaks - Mrs Paula Szpakowski
- Head of Year- Reception - Miss Anna Rayhaman
-

Admissions to the Early Years:

(see school Admissions Policy for more details)

Devonshire House is committed to Equal Opportunities irrespective of race, colour, creed or specific needs. The admissions procedure can be adapted as necessary to take account of pupils' known level of ability and each year group offers a unique 'settling in' system designed to support the individual child.

Our Curriculum Visions and Values

In the Early Years, we seek to provide each child with the best possible start to their school life. We aim to support and nurture the holistic development of each pupil by:

- Referring to the EYFS framework 2023 and the Development Matters 2023 document as a basis for ensuring consistency and quality.
- Recruiting highly qualified staff with unique skills - and from a variety of cultural backgrounds.
- Employing several specialist teachers who are uniquely qualified to deliver weekly lessons in French, Music and PE to all Early Years children. Ballet and Yoga are optional activities available for Oaks and Reception children.
- Ensuring that children are safe and healthy. Early Years staff are trained in Paediatric First aid.
- Helping children to develop executive functioning skills. This includes providing opportunities to improve working memory, cognitive flexibility (attention), and impulse control.
- Focussing on the development of language and communication skills (including some Makaton) as appropriate to each pupil and with due regard to their home language. Not only is language the key to developing relationships, but communication and understanding directly underpin academic success.
- Prioritizing the children's well-being by ensuring that our systems and strategies support personal and emotional needs. Nursery Oaks and Reception use the 'Think Equal' programme, designed to teach social and emotional learning. All children take part in 'Mindfulness' sessions tailored to each child and/or the group.
- Imparting the essential knowledge that children need to prepare them for their future success (Cultural Capital). Children in the Early Years learn to value their own culture, language and religion, but also to understand and respect diversity.
- Modelling how we care for our planet and teaching children about recycling, sustainability, etc.
- Developing pupils understanding of social skills and acceptable behaviour.
- Using the extensive knowledge of staff to incorporate evidence-based research into our practice. This has created a unique educational pedagogy including elements from Communication Friendly Spaces

(Elizabeth Jarmon); Montessori; High Scope; and Sustained Shared Thinking (Imran Siraj).

- Providing continuous provision (Child Initiated Learning) via hands-on activities to challenge and encourage social interaction. Thoughtful set up and arrangement of classroom furniture and quality resources enable children to explore freely. The environment allows them to discover and experiment both inside and out. Staff play an active role within the continuous provision, building language, and extending learning opportunities. Participation during continuous provision enables staff to determine children's abilities, skills and understanding providing accurate Assessment for Learning (AFL), so that we can plan uniquely tailored 'next steps'.
- By ensuring that alongside expertly supported child-initiated play, children benefit from teacher-led sessions. Carefully planned sessions take place in small groups or as a whole class and cater for the developmental stage, interests and needs of the children.
- A system of 'Planning in the Moment' is used to maximize opportunities for development by scaffolding learning quickly and efficiently while the child is fully engaged.
- Providing a curriculum which promotes and does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Fostering a love of learning and a self-confidence that will prepare our children not only for their next steps within the school, but also in the wider world.
- Creating partnerships with parents to support and enhance the development of pupils.
- Valuing and promoting outdoor learning. Nursery children have access to three playgrounds and one gardening area. The playgrounds provide opportunities to develop a variety of gross motor skills, sensory exploration, gardening skills, and large-scale sand and water play. Children in our Early Years department are outside as much as possible and experience many different weather conditions. Forest school (in Autumn and Spring for Reception, and Summer for Oaks) is led by a fully qualified Forest school Teacher in a designated area on the school grounds.

What is the Early Years Foundation Stage (EYFS)?

(applicable to children from birth to five years old).

Overarching Principles of the EYFS

There are four guiding principles that help to shape our practice in the Early Years at Devonshire House.

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured
2. Children learn to be strong and independent through **positive relationships**
3. Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs

and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

4. Importance of **learning and development**. Children in the Early Years develop and learn at different rates. Staff are sensitive to this and provide individualised support as needed.

The Characteristics of Effective Learning

These help us to focus on **how** children learn, the approaches they prefer and what we can do to broaden their learning dispositions. The Early Years team work together to plan an effective curriculum, whilst also reflecting upon the different styles of learning. We make suitable adjustments to meet the individual needs of the children, and of the overall cohort. Opportunities are provided throughout the continuous provision, allowing all three of the following areas to come to life. The three characteristics of effective teaching and learning are:

- **Playing and exploring** - children investigate, are curious, and 'have a go'
- **Active learning** - children concentrate and keep on trying even if they encounter difficulties. They celebrate their achievements and show pride in their endeavours.
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The Characteristics that children display help staff to plan purposeful environments and activities focussed on our intent for each child's development. They can also affect how we implement our teaching, and they offer an insight into the impact that we can have on learning and progress.

The Characteristics are fundamental to all areas of learning and present teachers with an invaluable tool to support the individual child's approach to learning, as well as providing a reference to help us refine our practice.

Prime Areas

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving. These are the Prime Areas, and they form the basis for all learning in our youngest children.

- *Communication and language* - Each child will have the opportunity to develop their communication and language skills in a variety of ways. The children will participate in small group and class discussions as well as one to one with their teachers and assistants. Staff use techniques to support and develop children's ability to listen and understand spoken language. Children will have the opportunity to offer opinions, make comments, ask questions, and give explanations. A rich and varied vocabulary is encouraged.
- *Physical development* - Each child will encounter activities in our learning environments that are focussed around improving their gross and fine motor skills. Gross motor skills that centre around larger movements such as skipping, throwing and catching, running and jumping will also be developed in PE lessons with

modelling and support from the teacher. A child's gross motor skills form the basis for their development of their fine motor skills - such as pencil grip, cutting, threading and correct use of cutlery at lunch times.

- *Personal, social, and emotional development* – The three main ideas involved in this area are self-regulation, managing themselves and building positive relationships. The children will build relationships with peers by communicating needs and wants, sharing, taking turns and playing cooperatively. They will build positive relationships with adults and meaningful friendships while at Devonshire House. They will learn techniques to help manage their emotions and to self-regulate.

Specific Areas

There are four Specific Areas, through which the three Prime Areas are strengthened and applied. The Specific Areas are:

- *Literacy* – It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word building. Language comprehension develops when adults talk with children about the world around them and the books they read with them, as well as enjoying rhymes, poems and songs together. Throughout the EYFS, children are learning to identify, repeat and understand sounds around them. Children's comprehension is demonstrated as they discuss stories and texts, answer questions, make comments and talk about events. As the phase progresses through to Reception, children are taught phonics which enables them to correlate the sounds in spoken words with the symbols that represent them. They will begin to be able to read simple sentences and spell words by identifying sounds in them. As their fine motor skills progress, children will start to write recognisable letters, most of which will be correctly formed.
- *Mathematics* – Children in nursery will be learning to use and apply number, shape, space and measure during hands-on activities designed to embed a deep appreciation of mathematics. By the end of the EYFS (the Reception year) children will be expected to have a solid understanding of number to 10, including the composition of each number recalling number bonds up to 5 and some number bonds to 10. They should be able to count beyond 20, recognising patterns and identify numbers that are one more and one less than a given number. They will explore problems using different vocabulary such as addition and subtraction, odd and even, doubles and halves. All children should be able to identify and describe shapes and patterns and subitise a number of objects up to 5.
- *Understanding the world* – Children will identify differences and similarities between themselves and others and other families. They will learn about cultural and religious differences and will draw on their experiences. They will also draw on topic subjects and what we will learn in class to support this. They will discuss the roles of the people around them in society and their impact on our lives. The children will, explore the world around us making particular use of our Outdoor Learning area and will learn that living things grow and change, that humans have huge influence on our surroundings and environment and about sustainability.
- *Expressive arts and design* - Children will explore different materials and use a variety of tools to experiment with colour, design, texture, form and function. They

will be given free rein to explore and develop their creativity and will be given the language they need to describe their processes. The children will recount stories, poems and songs with their teachers and will show some awareness of a beat when moving to music.

Early Learning Goals (ELG's)

It is our aim to enable all children to meet the expected levels of development within each of the ELG's. At the end of Reception, teachers use their professional judgment, along with their knowledge of the individual children and of child development to state whether they are meeting 'emerging' or 'expected' levels. The ELG's help the Reception team to make a holistic, best-fit judgement about a child's development and their readiness for Year One. Teachers are mindful when planning, not to limit learning experiences to facilitate the ELG's. Instead, a diverse curriculum is planned, ensuring all needs, interests and particular strengths are supported.

Communication and Language ELG:

- Listening, Attention and Understanding
- Speaking

Personal, Social and Emotional Development ELG:

- Self-Regulation
- Managing Self
- Building Relationships

Physical Development ELG:

- Gross Motor Skills
- Fine Motor Skills

Literacy ELG:

- Comprehension
- Word Reading
- Writing

Mathematics ELG:

- Number
- Numerical Patterns

Understanding the World ELG:

- Past and Present
- People, Culture and Communities
- The Natural World

Expressive Arts and Design ELG:

- Creating with Materials
- Being Imaginative and Expressive

Development Matters (Department for Education, 2023)

Early Years teachers refer to the non-statutory guidance in Development Matters to make formative assessments, also helping to guide them in their judgments.

Fundamental British Values

Fundamental British Values is embedded throughout the Early Years at Devonshire House, with an approach that is mindful of democracy, rule of law, individual liberty, mutual respect, and tolerance for those with different faiths and beliefs. This is evident throughout the continuous and enhanced provision, in children's play, and within teacher's planning and teaching. Evidence is recorded on Tapestry. Evidence can also be captured in other purposeful interactions and in experiences beyond the classroom. A reflective approach is taken by our teaching staff and modelled for the children to see. The Prime Area of Personal, Social and Emotional Development also lends itself to the factors seen within FBV.

By implementing Fundamental British Values throughout the curriculum, we can also help children to develop an understanding of other faiths, beliefs and ways of life, showing respect and tolerance to all.

Inclusion and Diversity is reflected within the provision, with resources being offered from a range of backgrounds. Languages are promoted throughout and a positive outlook on how families are different is encouraged. We celebrate a variety of festivals and incorporate multicultural play into our themes and activities.

We provide a selection of multicultural toys, equipment and books, pictures and photographs of people from other countries and cultures. Parents are encouraged to come and tell stories or sing songs from their own country or in their own language and to talk about different festivals and celebrations.

Our aim is to establish opportunities for play and learning that acknowledge children's particular religious beliefs and cultural backgrounds and to provide positive images that challenge children's thinking and help them to embrace and value differences in gender, ethnicity, language, religion, culture and special educational needs and disabilities. When planning activities, the needs of individual children are always considered.

Staff are aware of the issues around radicalisation and are vigilant (for example monitoring registers to ensure that unauthorised absences are followed up as a priority).

Any inappropriate attitudes and practices in this area would be challenged in the first instance by the class teacher who would seek to educate and advise and then would be reported to the Head of Nursery or the Head as appropriate.

Equal Opportunities and Special Educational Needs (SEN)

We believe that all our children should have equal opportunities to learn and make progress, enabling them to achieve their full potential. All pupils are respected for their individuality and have their talents recognised and nurtured in accordance with the Equality Act 2010. Children with SEN are welcomed and included within the EYFS. Our school Head of Learning Support (Debbie Dixon) advises staff and liaises with parents to ensure that every child's needs are met (in accordance with The Special Educational Needs Code of Practice)

Staff

All staff are employed under our Recruitment and Selection Policy and hold appropriate qualifications for Early Years. At Devonshire House we are proud of the personal and academic qualities of our staff and are committed to providing training and professional development to all members of the Early Years Team. We have access to Professional Development opportunities via the Dukes Hub which offers a variety of training specifically designed for Early Years staff. In line with statutory regulations, line managers hold regular supervision meetings with EYFS staff who have contact with children and families. Such meetings are focused on discussing ideas, identifying solutions to address issues as they arise and receive coaching to improve personal effectiveness. All staff members have sufficient understanding and use of the English language and are able to ensure the well-being of the children in their care.

Assessment, Record Keeping and Reporting

Assessment plays a critical role in supporting practitioners to identify children's progress and 'next steps'. Where our assessments indicate that there may be a cause for concern, or a child is not meeting age related expectations, teacher will talk to parents along with the school's Head of Learning Support in order to determine how best to support the child. For children with a first language other than English, we ensure that this is not a barrier to our understanding of the child's abilities and stage of development.

The Head of Nursery monitors the curriculum plans, children's learning and the overall effectiveness of teaching and learning in Acorns and Oaks through monitoring walks and teaching observations. Teachers receive feedback across a range of areas to aid them in determining their own strengths and areas for development.

Staff Supervision meetings are held regularly with the Head of Nursery and Reception Head of Year. During these meetings, staff members discuss children who are not making expected progress and together we determine the best course of action for the children. Through these meetings, interventions are planned and evaluated, and further action is considered if needed. The meetings also provide support and guidance for staff members.

Key Person:

Each child in Acorns Nursery is allocated a Key Person. It is their responsibility to form a strong bond with the child and family and to observe and track the development of their key children.

In Nursery Oaks and Reception, the Key person approach is more relaxed as children tend to form strong bonds with both members of staff in their classroom. However, the teacher has overall responsibility and a clear perspective of every child's progress.

Tapestry

Throughout the year, for all Nursery Acorns, Nursery Oaks and Reception children – evidence of learning is collected. The evidence demonstrates how each child is developing and is presented via a secure online learning journal (Tapestry).

The child's online profile consists of informal observations, photographs, videos and quotations, capturing significant moments and sequences of each child's experiences and interests. Parents are requested to give permission for their child to appear in group photographs and keep their log-in details safe and secure.

Observations are shared via Tapestry throughout the year and parents may include their own feedback and observations of their children at home.

Every half term, teachers use Tapestry to assess the children in all areas, identifying any concerns and adding reflections and next steps. Staff use this 'formative assessment' to aid planning and identify any need for interventions. Where necessary, results will be discussed with parents. The Head of Learning Support will also track specific children's progress in order to inform her planning and interventions, setting up Individual Education Plans if necessary.

Nursery Tracking and Assessment

Teachers are continually assessing the children throughout each day so as to gain a clear picture of the child's interests, abilities and next steps in each area of learning. If there are any concerns regarding overall development, these are discussed with the Head of Nursery and with parents. Staff use a variety of techniques to ensure that children are progressing through the seven areas of learning. We reference the Development Matters Curriculum Guidance for the Early Years. This outlines age related expectations and details next steps so that we can ensure that all children (from every starting point) are moving onwards towards their full potential. Staff record children's development on Tapestry and areas of concern reports are produced. The Head of Learning Support is consulted and will work with staff and parents to implement interventions where necessary.

Reception Tracking and Assessment

Two recorded assessments are completed – one at the beginning of the Reception year, and one at the end. This assessment helps the school to understand more about each cohort, identify if there are any gaps in learning, plan next steps and help with transition to the Key Stage 1 curriculum.

Teachers track phonics at the end of each term and plan each child's 'next steps' in accordance with the results.

The Reception teachers work together to 'moderate' an area of learning each term in order to ensure that teaching and learning is consistent across the year group. Reception teachers track areas of concern and liaise with the Learning Support Staff in the same way as Nursery.

Assessment at the End of Reception

At the end of a child's time in the Foundation Stage (Reception), the teachers make an assessment of the child's development for each one of the Early Learning Goals. In addition to the summer report on Tapestry, parents are provided with the child's results for the EYFS profile. For each of the seventeen early learning goals, the teacher provides one of two outcomes: either 'emerging' or 'expected'.

The Reception teachers also provide EYFS profile assessment results for Camden. Results are shared with the Head of Nursery, Head Teacher, SLT and Year 1 teachers.

Reports to Parents (on Tapestry for Nursery Acorns, Nursery Oaks and Reception)

Nursery Acorns:

At the end of a child's first term (either Autumn or Spring) parents are provided with a Progress Report. This consists of three comments describing the child's Personal, Social and Emotional Development, Communication and Language Development and Physical Development. These are written by each child's Key Person, representing behaviour most typically observed on a day-to-day basis. The teacher adds a general comment. The Head of Nursery liaises with the teachers to formulate the Next Steps. Next Steps are there to highlight any areas in which a child may be developing at a faster or slower pace than the expected level of progress for their age. The parents of children between the age of 2 and 2 ½ are provided with a 'two year progress check'. This is part of the child's Integrated Review and details strengths, interests while identifying any areas for development and/or areas of concern.

The Summer Term report comments on the characteristics of effective learning, as well as a Key Person comment and 'next steps'.

Nursery Oaks:

The Autumn Term report comments on the three Prime Areas of learning and development (Personal, Social and Emotional Development, Communication and Language Development and Physical Development). There is a teacher's comment and next steps to support learning and development.

The Summer Term report comments on the characteristics of effective learning, teacher comment and next steps to support learning and development.

Reception:

The Autumn Term report comments on the three Prime Areas of learning and development (Personal, Social and Emotional Development, Communication and Language Development and Physical Development) and Literacy and Mathematical Development. There is a teacher's comment and next steps to support learning and development.

The Summer Term report comments on the Prime Areas plus Mathematics, Literacy, Understanding the World and Expressive Arts and Design. Specialist teachers comment on French, Music and Physical Education. There is also a teacher comment. In addition to the summer report, parents also receive information on their child's results for the EYFS profile. For each of the seventeen

early learning goals, the teacher provides an outcome, either 'emerging' or 'expected'.

Communication With parents

Parents are partners in children's learning. We value their opinions and the information they can give us, and we involve them whenever we can. When parents and practitioners work together in an early year setting, the results have a positive impact on the child's development and learning. Research supports the view that parental involvement has a positive impact on children's learning. We encourage the informal exchange of information between staff and parents. Whenever possible, staff are available to the parents every day to give brief feedback or answer questions regarding their child's development and overall wellbeing.

Discussions

Parents are encouraged to talk first to their child's key worker or teacher. This may take the form of an informal chat, or an appointment may be made. If further discussion is required, parents may set up a meeting with the Head of Year, or Head of Nursery.

Complaints

Please see separate School Complaints Policy

Parents' Evenings

Nursery Acorns parents tend to have access to staff more often than other year groups. For this reason, the Parents' evenings tend to be less formal. Nursery Acorns parents are invited to attend an informal Parents' Evenings where they meet as a group and can discuss any queries with the Head of Year, Head of Nursery, Acorns teachers and other members of staff, in particular their child's Key Person. The Autumn Term meeting is for September starters only, the Spring Term for January starters only. In the Summer term, end of year reports are sent home early, and parents can request a meeting if they wish to discuss their child's report.

In Nursery Oaks and Reception, during the Autumn term, parents are invited into school to discuss how their child has settled into the new year group. Parents make individual appointments on a specified evening. During the Spring Term the focus of the meeting shifts towards the child's progress. In the summer term, end of year written reports are sent home early, and parents can request a meeting if they wish to discuss their child's report.

Parent Representatives

Each class has a parent representative to help aid communication between staff and parents.

Information for parents

Most information for Nursery parents will be posted on Tapestry 'memos'. In addition, the school uses the online platform: Firefly. In the "Parents Area" are the forms for change of collection and sibling after school care facility. Parents will

also find the term dates, calendar, menus, year-group information booklets, Parents Handbook and letters sent from school. Within the Early Years section, each year group has some information on the curriculum, general reminders and class timetables.

Nursery Oaks and Reception parents are also invited, once a term, to informal 'stay and play' sessions, 8.30-9.30a.m. so they can join in and explore different activities with their child, as well as looking at artwork on display.

We are really keen for parent to come in to Nursery and Reception to talk to the children about religious festivals, celebrations taking place at home and jobs – or even to read a favourite story. Please talk to your class teacher if you would like to do this.

Pupil Voice:

Children are encouraged to share their views and ideas freely. We regularly discuss areas of learning and development during circle time, and all children have a voice. The children take pride in their environment and achievements.

We encourage children to make a positive contribution to the school, and the wider environment. We teach them to take pride in their environment through their contributions to attractive displays and make sure that the classroom and playground are tidy and safe. We use a variety of techniques to help children to express their emotions and learn to self-regulate – including Emotion dolls, Makaton signs, timers for sharing, Colour Monsters, etc.

We expect the children to select resources and activities for themselves and have an active role in the decision to participate in activities. This develops their ability to make appropriate choices and decisions. We expect and encourage appropriate and empathetic behaviour at Devonshire House and use circle time to encourage sharing and taking turns through discussion and games.

Responsibilities

In Oaks and Reception, once children have settled into school life, they are given responsibilities in the classroom. These 'jobs' involve the children moving around the building in pairs.

Health and Safety

We encourage the children to adopt healthy lifestyles by providing a broad range of physical activities, and music and movement, both indoors and outdoors (fine and gross motor skills) to allow them to enjoy and achieve in the physical development field.

We promote healthy eating within Early Years, ensuring that the children are provided with healthy snacks (including fresh fruit and breadsticks). Children bring in their own water bottles. Children have a healthy, balanced and nutritious menu of School lunches which allow them to make choices about what they eat. The catering team are always very willing to offer alternatives to children with allergies and the Catering Manager can meet with parents to discuss any dietary concerns.

All EY staff complete a TES food hygiene and safety e-learning module at the beginning of the Autumn Term.

The children have outdoor play daily and healthy living choices are actively encouraged.

The children are supervised during all self-care activities but are encouraged to be as independent as possible in these areas. We believe this gives them a sense of responsibility towards taking care of themselves. We recognise that children's health is a vital part of their well-being and encourage a healthy lifestyle through discussion and role-play, story-time, etc. Staff will contact parents if children are ill and they may need to be picked up and taken home.

If a child is sent home early due to sickness or diarrhoea, parents are informed as to when their child can return.

We promote regular hand washing and good hygiene practice within Early Years (posters, circle time, etc.) to prevent the spread of infection. There are hand washing facilities in every classroom.

All EY staff complete a TES Infection & Control in Education e-learning module at the beginning of the Autumn Term

Medication

Staff ensure that their own medication is locked away or stored in a room that children never access.

If children need to take medication (prescription or non-prescription) during the school day, parents complete, date and sign a medical form. Prescription medicines must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist.

Medication must be in the original packaging, labelled with the child's name and, if required have the correct spoon or oral syringe. If needed, medication is kept in the staffroom fridge until required. It is administered by a member of the EYFS team, and the time, dosage and staff signature is recorded on the original parental form.

All staff complete online Allergy training.

Care plans must be developed for children with known food allergies or children with medical conditions (e.g. asthma) who may need medication during the school day. Medication is kept in a labelled container in the child's classroom and is taken by the teacher on all school trips.

First Aid

Early Years staff assigned to a classroom are Paediatric first aid trained. The Human Resources Department keeps an up-to-date record. All other staff have basic First Aid training. This means there is always a member of staff in the building with a

first aid qualification as well as a on school visits. Further training for existing staff is revised annually and Paediatric First Aid training renewed every three years.

First Aid equipment is available at school. There is a first aid box and carry bag located in the ground floor Nursery Acorns cloakroom and in the shed in the Early Years playground. When using the Adventure playground, the first aid supplies in the medical room are used.

Reporting Accidents

Early Years staff complete the online form on Firefly. A copy is given to the parent/carer when the child is collected (or, in some cases, emailed). All accidents are monitored to allow analysis of patterns.

For 'head related' incidents, staff phone parents to reassure them and to make sure that they are aware. Staff may also phone parents if they feel it necessary (e.g. when a child is bitten, or when an injury has left a mark on the child).

Otherwise, in the case of minor incidents, parents/carers are informed at the end of the school day by staff.

Individual risk assessment

This may be drawn up if a child returns to nursery/ school following a sustained injury, such as a fracture or break.

Background information will be obtained during a meeting with parents to discuss how the child can be supported at school and what measures should be put into place, allowing for inclusion to happen at nursery/ school.

Risks are measured against each situation and the action taken is determined. Once the risk assessment has been finalised parents will then be asked to sign a disclaimer to state that they are happy for their child to return to nursery/ school.

Sun cream and hats

When the weather is warm, parents are asked to ensure that their child wears a hat and some sun cream before he/she leaves home.

Emergency sun cream is kept at school. This is standard hypoallergenic factor 50 sun cream, which can be used by staff when the weather suddenly changes or if children have not used their own. Parents are asked to let the school office know if **they do not** wish their child to be given this sun cream and, in this case, to bring in their own, (which needs to be named).

Reception children have schoolhouse colour caps to provide some protection and protect their eyes from the glare of the sun. Nursery Acorns and Oaks children are invited to wear home summer hats. Sunglasses are not appropriate or practical.

When it is hot, staff endeavour to keep the children in the shade as much as possible and encourage them to take on as much water as they need.

Safeguarding/Child Protection

Any issues regarding Child Protection are referred to the school's Designated Safeguarding Lead-Mrs Reen, who is also Senior Deputy Head, Pastoral. The Head of Nursery is a deputy designated safeguarding lead and informs Mrs Reen of any concerns.

The school has clear policies strategies and procedures to ensure the safeguarding and welfare of children. All staff receive training on Safeguarding via TES portal.

The school uses outstanding practices in verifying the suitability and qualifications of all adults responsible for the children.

All Devonshire House Staff receive Fire Awareness, Health and Safety and Prevent training.

Every morning, the Early Years areas and playgrounds are examined for any risks. This Risk Assessment is logged daily. Facilities (Service Support) is informed of any concerns.

Staff mobile phones are stored securely away from children during the day. Only iPads bought by the school are used for taking photographs of children on trips, workshops and observational purposes. Photographs are stored on staff iPads. In accordance with our school's secure log-in system, our EYFS staff will occasionally need to access their personal devices to log-in securely (via two-factor authorisation). Once the staff member has logged-in to the school device, they must return their personal devices to the safe storage solution as appropriate. Personal devices are not accessed for any other reason whilst staff are in direct contact with children. The school MFA is set to 90 days before requiring passcode entry again on the same computer.

The school follows the [Public Health Agency Guidance on Infection Control](#). This involves (but is not limited to) reporting concerning outbreaks of infectious diseases to the North London Health Protection Team who then offer advice and guidance to the school and parents.

Procedure in the Event of a Missing Child:

In School:

- Class teacher/HOY to make sure the rest of the children are looked after in a calm, safe environment.
- Class Teacher/HOY to make an initial search (e.g. No. 4, No. 6, and playgrounds)
- Contact HON and ask for 4 more members of staff to help with a thorough search, two to look around the school, and two to check school gates, look outside the front of the school and up and down Arkwright road and surrounding roads.
- HON to contact the head and the three school offices so that secretaries are aware.
- All above should be completed in 15 minutes
- If the child has not been found, then the HON or the Head must notify parents.
- HON or Head to then notify police.

To help Prevent a Child Going Missing in School:

- The front door (No.4) is firmly closed at 9:00am, 3:25 and 4:00pm.
- The gate and door at No. 6 is checked and closed at 9:15.
- Members of staff on door duty are vigilant at all times. Staff should not hold conversations with parents.
- Registers are taken at morning and afternoon sessions, and all staff are made aware of absent children. If a child goes home early due to sickness, all staff must be made aware.
- A rolling 'Sleep/awake register' is taken daily in the afternoons in Acorns nursery so that staff are always aware of where children are located.
- Any unauthorized absence is followed up by the school, and concerns reported to the Local Authority.

During School Trips:

- Assistants and parents look after the rest of the children in a calm safe environment.
- If the trip involves more than one class, then the other class teachers work together to search the venue and surroundings.
- If a child is not found within 10 minutes, alert relevant security at the location (e.g. Kensington Park Police).
- Class teacher to contact HON at school who, in turn will inform the Head Teacher. Parents will be contacted.
- Contact local police.
- Should this situation arise, the school is required to conduct a full review of procedures and policies.

To Help Prevent a Child Going Missing on a School Trip:

- A risk assessment must be carried out for all outings and trips and always adhered to.
- Prior to the trip, Parents who are attending are given a copy of the venue risk assessment and 'Guide for Helping on Trips'.
- Prior to the trip, all class teachers talk to the children about the importance of staying with their allocated adult.
- Prior to leaving school, the teacher goes through the 'Guide for Helping on trips' again with the parents.
- During the outing, the children must be counted regularly.
- Children must walk in pairs holding hands or walk with an adult.

Appendix 1

Early Years Foundation Stage Biting Policy **Sept 2024**

In the Early Years Foundation Stage, we encourage children to use their senses to explore their environment and understand the world around them. Between birth and five years, children often put objects, including their fingers and thumbs, in their mouths. This behaviour helps them experiment with mouth movements and learn about textures and tastes.

In the Nursery (especially in Acorns), we teach children which items are safe to explore with their mouths. They learn to avoid putting fingers and certain toys into their mouths. However, we also plan activities that allow children to explore taste and mouth movements. These activities include blowing watered-down paint onto paper, tasting different foods, and using chew toys when appropriate.

During this stage of development, it is common for some children to bite. The sensation of biting can be pleasurable to them, and the intent is not necessarily to inflict injury but to experience the feeling and sensation. Young children are usually unaware of the distress they may cause others, as they are often egocentric at this stage. They are still in the process of learning empathy. A child under five years old is developing their understanding about what is acceptable behaviour. Our job as Early Years educators is to use every moment as a teaching opportunity.

Biting in the Early Years is not to be associated with bullying in any case (see below).

However, it is important that biting incidents are dealt with consistently and that all staff follow the same procedure:

Procedure:

- 1) When a biting incident occurs, the children are separated, and comfort is given to the injured party along with any necessary First Aid. The other child involved is made aware of the consequences of their actions (e.g. the bite mark, the other child's distress, etc.). Staff clearly explain that biting is unacceptable. The seriousness of this can be conveyed through tone and expression. Where appropriate an adult may provide alternatives – e.g. use a timer to help share a toy, come to an adult for support, etc.
- 2) Reconciliation: Once the initial trauma has been dealt with, children are encouraged to apologise, using words or with actions. The child who bit can also involve themselves in helping to comfort the other child, perhaps holding an ice pack to the wound.

It is important for the child who bites to understand the severity of their actions. It is just as important to remember that the child biting is not 'bad', and that it was the action they took that was unacceptable. The whole experience can be traumatic for both children. The incident can be just as shocking for the child

doing the biting once they realise what they have done, or when they see the other child's reaction.

Early Years Professionals can help by talking through the incident with the children using language such as "biting is not kind" and "That really hurt him/her". It is advised at this age and stage of development not to dwell on the situation for too long. Reconciliation is encouraged and, under supervision the children are encouraged to play with each other.

- 3) Biting incidents are logged on the school's accident records and shared with the Head of Nursery. A copy of the accident/ incident report is also given to the parents of the child that was bitten.
- 4) It is crucial that both sets of parents are supported when a biting incident occurs. The incident can be very upsetting for all involved.
- 5) Parents are informed separately and in private, away from the children on the day of the incident. In some cases, parents will be contacted by telephone. The child that did the biting is not named. Most children will inform their parents who the child was, although parents should be mindful that at times very young children can forget the correct sequence of events or name a child who was not involved in the incident. Although we ask parents to discuss the incident with their child, we would not advise distressing the child by disciplining them at home. A young child will have no concept of what he/she did earlier in the day.
- 6) The parents of the bitten child are consulted, and the staff involved explain how the situation was managed. They are informed that the parents of the other child have also been notified and that we aim to collaborate, observing and monitoring behaviour patterns. While we cannot guarantee that such incidents won't happen again, by providing support and staying vigilant, we can help prevent repeated biting incidents.

It is unfortunate but typical of this age group, that some children are drawn towards a particular child. This does not necessarily imply a dislike toward that child as some children choose to bite the children that fascinate them the most. This behaviour can sometimes be confused with bullying. Children at this stage of development tend not be cognitively aware of bullying (defined as repeated, intentional harm with a power imbalance). However, staff in the early years are uniquely positioned to challenge any repetitive negative social behaviour that could lead to bullying. We must also consider that the child being bitten could have provoked a negative reaction from their peer.

Clear messages should be given to the child and the co-operation of the parents is needed to ensure children are not given the wrong message. For this reason, playful games such as nibbling ears and biting toes/ bottoms are best avoided when a child is going through a stage of biting.

Biting incidents are recorded, noting the time of the day and describing the context. If the child is biting repeatedly, parents will be invited into the nursery to

discuss the pattern of behaviour seen and an action plan is drawn up to help support all those involved.