CLIFTONVILLE PRIMARY SCHOOL

OUR MISSION

As an outstanding school we will inspire children to achieve more than they ever believed possible

OUR VISION

That every member of our school community is challenged and supported to be the very best they can be
That through our high-quality learning experiences & curriculum we will improve the life-chances of our children
That we educate the whole child so they can thrive in a changing world

POLICY FOR EARLY YEARS FOUNDATION STAGE

Revised September 2026 **Review date: September 2027**

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STATEMENT OF INTENT

At Cliftonville Primary and Pre-School we recognise and value the importance of the EYFS in providing a secure foundation for future learning and development and understand our responsibilities in ensuring that children learn and develop well and are kept healthy and safe.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

Through the implementation of this policy we will provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- That children learn and develop well and are kept healthy and safe.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly. Children access a broad and balanced curriculum that gives them 'school readiness' and a secure foundation for learning, development and good progress through school and life
- **A close working partnership** between staff and parents and/or carers.

- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS is based upon the following four principles:

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured and develop at different rates. Children's attitudes and dispositions to learning are influenced by feedback from others. We ensure children develop a positive attitude to learning in a variety of ways such as communicating and sharing successes with parents at the end of the day, weekly 'Come and Read' sessions and by sending positive postcards home. Children have opportunities to share with their class what they have been learning at home through 'Love to Learn' books and Evidence Me observations. DOJO's are also given for positive attitudes and living our school values.

Positive relationships

We recognise that children learn to be strong and independent through positive relationships and we aim to develop caring, respectful and professional relationships with the children and their families from our first meeting at the Rising 5s sessions. We provide opportunities for working collaboratively and encourage good manners e.g. at lunch time and saying good morning. We aim to develop a sense of belonging through teaching our school values. All staff are sensitive and responsive to children's individual needs and set consistent clear boundaries in line with the school Behaviour Policy.

Enabling environments

We recognise that the physical and emotional environment play a key role in supporting and extending the children's development. Through daily interactions and observations we make adaptations to the learning environment in order to repond to individual interests and needs so that all children make the best possible progress. We aim to further expand children's learning experiences and believe that the learning environment stretches beyond the classroom - including our own forest school and appropriate and stimulating educational visits. The school provides a safe and stimulating environment that values active learning, exploration, and play, where children have the freedom to create, make links and develop critical thinking skills. Our adults support the children to take risks and explore.

Learning and Development

In partnership with parents, the school will promote the learning and development of children to ensure they learn and develop well, are kept healthy and safe and have the knowledge and skills they need when starting school.

Early years practitioners will ensure that learning environments are well-organised and suitable for group, individual and whole class learning, with interactive displays and easily accessible resources utilised to encourage independence.

Children have access to indoor and outdoor learning environments. Staff will plan provision to ensure that there are a range of learning opportunities available, and that the learning opportunities available in the outdoor environment build on and develop those inside. Staff will play a key role in helping children to navigate and access the learning environment, intervening and interacting where necessary to ensure that all learning opportunities and teaching moments are captured and capitalised upon. Independent learning will be encouraged through carefully planned continuous provision and enhancements.

GUIDANCE

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

- DfE (2024) 'Early years foundation stage profile: 2026 handbook'
- DfE (2026) 'Early Years Foundation Stage Statutory Framework for Group and School-Based Providers'
- DfE (2026) 'Keeping children safe in education (KCSIE) 2023'
- DfE (2026) 'Working Together to Safeguard Children 2023'
- Childcare Act 2006
- Children and Families Act 2014
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This policy operates in conjunction with the following school policies:

- Assessment Policy
- Child Protection and Safeguarding Policy
- Photography and Images Policy
- Allegations of Abuse Against Staff Policy
- Complaints Procedures Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Administering Medication Policy
- Whole-school Food Policy
- Health and Safety Policy
- Fire Safety Policy
- Staff Drug and Alcohol Policy
- Safer Recruitment Policy
- Data Protection Policy
- Curriculum Policy

This policy is based on requirements set out in the 2026 statutory framework for the Early Years Foundation Stage (EYFS). This document also complies with our funding agreement and articles of association.

STRUCTURE OF THE EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.

Our Foundation Stage has one Pre-School classroom and an attached outside area, four reception classrooms and a large outdoor classroom, which is shared across all classes. All children in the EYFS have access to a large playground and a well-resourced physical development area as well as the forest area.

Pre-School

Our on-site Pre-School offers a variety of different sessions. Children can start attending from the term after their third birthday:

<u>We offer several options:</u>

Option 1 (part time): 5 morning sessions a week - 8.30am - 11.30am

Option 2 (part time): 5 morning sessions per week (8.30am - 11.30am) and staying for lunch (11.30am - 12.15pm) at a cost of £3.00 per day. Children can bring a home packed lunch or a hot dinner at the cost of ?

Option 3: (part time): 5 afternoon sessions per week (12.15pm - 3.15pm)

Option 4 (full time): 5 morning and afternoon sessions per week (8.30am - 2.30pm). Children can bring a home packed lunch or a hot dinner at the cost of £2.50. If families are not entitled to 30 hours funded childcare, these sessions can be purchased for £15 per day.

Option 5: (full time +45): 5 morning and afternoon sessions per week (8.30am - 2.30pm). Children can bring a home packed lunch or a hot dinner at the cost of £2.50. An extra 45-minute session (until 3.15pm) can be purchased at a cost of £3.00 per day.

At the end of the summer term, our Pre-School Manager and another member of Pre-School staff visit the children at home before they start with us. This gives children the security of meeting with their teachers in a safe, familiar environment and gives parents time to ask questions and share knowledge or any concerns they have about their child. The majority of children will attend a 1 hour taster session at the Pre-School with their parent, followed by an hour session independently in order to support them in exploring their new environment before they start full time (taking each individual child's needs into account). Any child who is identified by the Pre-School Manager as needing a slower transition will have the option to stay on reduced hours for a little longer, slowly building up to full time. In some cases, children may not require these settling sessions and at the discretion of the Pre-School manager or Early Years Leader, may start full-time immediately. Throughout the year, we try to ensure that the Pre-School children have plenty of opportunities to come into the main school and visit the Year R classrooms. This may be through shared reading, watching the Nativity or having story time in one of the Reception classrooms or taking part in physical activity in the hall or reception playground.

Key person

On entry to Pre-School, each child will be assigned a key person whose role will be to:

- Meet their individual needs.
- Help the child become familiar with the setting.
- Offer a settled relationship for the child.
- Build a relationship with their parents.

The Pre-School Manager will inform parents of whom their child's key person is when they start school.

Reception

At the beginning of the school year in which children turn 5 years of age, they can attend school in one of our Reception classes. A 15-minute meeting with the class teacher will be allocated to each family during the first 2 days of term. Children will then come into school for 1-2 half day sessions, including lunch with the majority of children attending full time from day four of five. We pride ourselves on a structured and successful transition programme into our school. We take each child's individual needs into account and recognise that some children will not be ready to take up a full-time place immediately. We work closely with each family to support them and their child to ensure a successful transition into both Pre-School and Year R.

To ensure best practice and continuity, our Early Years team work closely together. The Reception class teachers share planning, activities and an outdoor learning environment. Children across the Early Years also have access to the Forest School. The EYFS is lead by an experienced Early Years Lead.

CURRICULUM

Our early years setting follows the curriculum as outlined in the 2026 EYFS framework.

The EYFS framework outlines seven areas of learning and development that shape the curriculum in the early years. These are categorised as 'prime areas' and 'specific areas' and all are equally important and inter-connected.

Prime areas – defined as the areas that are particularly important for building enthusiasm for learning, forming relationships, and thriving:

- Communication and language
- Physical development
- Personal, social, and emotional development

Specific areas – defined as the 4 areas through which the prime areas are strengthened and applied. These ignite the children's curiosity and enthusiasm:

- Literacy
- Mathematics
- Understanding the world
- Expressive art and design

All our learning environments are organised to allow children to explore and learn securely and safely. They include areas where the children can be active, be quiet and rest. The seven areas of learning are defined so that children are able to find and locate equipment and resources independently.

Our staff are ambitious for all children and plan activities and experiences for the children that enable them to develop and learn effectively. In order to do this, staff ensure a strong foundation for children's development in the 3 prime areas. As the children grow and develop, there is a greater focus on teaching essential skills and knowledge in the specific areas of learning, to help the children prepare for Key Stage 1.

Planning

The EYFS curriculum will be planned in order to meet the needs of the individual child and support them at their own pace.

When planning the early years curriculum, practitioners will ensure that a broad range of activities and experiences are planned, as set out under each of the seven areas of learning listed above having regard to the three characteristics of effective teaching and learning in the EYFS. These characteristics are:

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

At Cliftonville Primary and Pre-School all areas are delivered through a well-planned, play based approach, with a balance of adult led and child-initiated activities. Throughout the Foundation Stage our plans ensure that each child has the opportunity to develop their knowledge, skills and understanding in every area at the appropriate developmental level. Staff take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

We will provide:

- a wide range of opportunities to motivate and support children and to help them to learn effectively
- a safe and supportive learning environment in which the contribution of all children is valued

- resources which reflect diversity and are free from discrimination and stereotyping
- challenging activities for all children and for those whose ability and understanding are advanced.
- sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring they are ready to benefit from the opportunities available to them when they begin Year 1.

Our long term planning ensures coverage so that all children have opportunities to work towards and achieve the Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS. With appropriate differentiation, planning is shared across each of the four reception classrooms to ensure consitency of teaching. Through targeted interventions, we ensure that both gaps in children's skills and knowledge are filled and that children's learning is extended, where appropriate.

For children whose home language is not English, practitioners will:

- Consider the individual needs, interests, and development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.
- Stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.
- Reflect on the different rates at which children are developing and adjust their practice appropriately.
- Take 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 follow a half termly topic-based approach which allows flexibility to ensure that both children's needs and interests are taken into account. We use Letters and Sounds as a method for planning and teaching phonics. In maths, we use the White Rose scheme as well Primary Advantage to plan an effective curriculum that meets the needs of our children.

Teaching

All staff members will have due regard to the learning and development requirements as set out in the school's Early Years Teaching and Learning Policy.

We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning and we set realistic and challenging expectations that meet the needs of individual children, so that children are able to reach their full potential. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We aim to build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence using a wide range of teaching strategies based on children's learning needs

Learning through play underpins our approach to teaching and learning in the Foundation Stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. Through the effective planning and delivery of continuous provision, we can provide children with stimulating, active play experiences in which they can explore and develop their learning and to help them make sense of the world.

Staff make sure that the children experience the 3 key characteristics of effective teaching and learning. Children have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child-initiated play through observing, modelling, facilitating, teaching and extending play, skills and language.

Community Links

At Cliftonville Primary and Pre-School, the Early Years team enrich learning and encourage strong links with the local area through a local visit to the farm and and by inviting in members of the local community such as the fire, police and ambulance service as well as residents from a nearby care home. Staff also work closely with other schools in the local area to improve practice and share ideas.

ASSESSMENT

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

In line with statutory requirements, the school will undertake a summative assessment of each child's development at certain stages. These are:

- DFE Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

Ongoing assessment is an integral part of the learning and development process and is used to assess the day-to-day learning and development of children in the EYFS. The school will ensure that teachers actively engage children, their parents and other adults who have significant interaction with specific children in the assessment processes to provide a well-rounded picture of their development and attainment.

Practitioners will interact and observe children to understand their interests and learning needs and will use this information to inform practice and provision for each child. When assessing whether an individual child is at the expected level of development, staff will draw on their knowledge of the child and their own expert professional judgement. Staff are not required to prove this through the collection of any physical evidence. However, any 'wow' moments or significant new learning will be recorded on Evidence Me and shared with parents at the end of every seasonal term. This provides parents with a record of their time in the EYFS.

Parents will be kept up-to-date with their child's progress and development, and the class teacher, EYFS lead and SENDCo will address any learning and development needs in partnership with parents.

When undertaking assessment activities, all staff members will have due regard to the school's Early Years Assessment Policy, any advice from the LA, and the 'Early Years Foundation Stage Profile Handbook' and the 'Assessment and Reporting Arrangements' (ARA) for that year.

Starting reception

Within the first 6 weeks that a child **starts reception**, staff will administer the reception baseline assessment (RBA).

The RBA is a short, practical activity that each child will complete with their teacher during their first 6 weeks in reception. It looks at early mathematics, literacy and communication and language. It provides a starting point from which the school can measure how much progress pupils make across primary school. Results are compared with pupils' Key Stage 2 outcomes at the end of year 6 to give an overall progress measure for the school as a whole – not for individual children.

The RBA is not used to make judgements about early years provision, either current or retrospective, and the RBA and its data is not used for any other purpose apart from creating primary progress measures.

The end of EYFS

In the final term of the academic year in which the child reaches age 5, and no later than 30 June in that term, staff will complete the EYFS profile for each child. Each child is assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The EYFS profile will reflect staff members' own knowledge and professional judgement of a child to inform discussions with parents and/or carers, and any other person whom the teacher judges can offer a useful contribution.

We share the EYFS profile with the child's year 1 teacher. This helps to inform a discussion between reception and year 1 teachers about the child's stage of development and learning needs, and helps with planning activities in year 1.

The school shares the results of each child's EYFS profile (but not the reception baseline assessment) with their parents and/or carers as part of their end of year report.

In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might stay in EYFS provision beyond the end of the academic year in which they turn 5. In these exceptional cases, we will continue to assess the child throughout their time in EYFS provision and complete their profile at the end of the year before they move into year 1.

An EYFS profile will be completed for all children, including those with special educational needs or disabilities (SEND). We will make the appropriate reasonable adjustments to the assessment process for children with SEND.

Inclusion:

Our whole school ethos, including that of the Foundation Stage, embraces inclusion. We recognise and respect the abilities and strengths of our children at all levels of development and the wealth of knowledge and experience that they bring from their differing backgrounds and cultures.

All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We will refer to the Pupil Equality, Equity, Diversity and Inclusion Policy to ensure that the needs of all children are met, regardless of any protected characteristics they have.

We will monitor children's progress and take action to provide support as necessary. If a child's progress gives cause for concern, teachers will discuss this with the child's parents or carers and agree how to support the child. Staff will also consider whether a child may have a special educational need or disability which requires specialist support. Where a specific need is suspected we will liaise with the Special Educational Needs Co-Ordinator and seek advice from outside agencies including the Early Years Professional Respurce Group, Speech and Language service and Educational psychologist amongst others.

Supporting and understanding children's behaviour

Cliftonville Primary and Pre-School will:

- Take full responsibility for supporting, understanding, and managing children's behaviour in an appropriate way.
- Not give or threaten corporal punishment to a child.
- Not use or threaten any punishment which could adversely affect a child's wellbeing.

- Take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child – failure to meet the above requirement constitutes an offence.
- Keep a record of any occasion where physical intervention is used and inform parents on the same day, or as soon as is reasonably practicable.

Note: Physical intervention is defined in the EYFS framework as practitioners using reasonable force to prevent children from injuring themselves or others or damaging property.

Transitions

At Cliftonville Primary and Pre-School, we recognise that starting school and moving up to the next year group has the potential to be a stressful time for both children and parents. To this end we have established a strong procedure for transitions to ensure that our children and parents are as confident and secure as they can be when facing the challenges of each year group.

Transition into the Pre-School:

During children's time in Pre-School, a range of shared activities are planned to help develop children's confidence and to ensure continuity in experiences throughout the Foundation stage. Children in Pre-School are able to make use of the whole school facilities, such as the hall, library, forest area and playing field for appropriate activities to ensure that children are confident and well prepared for moving around the school and for mixing with older children when they start school.

Transition into Year R:

In the summer term before the Reception children start school, we invite all parents into school to provide them with key information, school expectations, knowledge on our curriculum and assessment and advice on how they can help their child. We send each child a welcome letter and booklet from their new teacher. This has a photo of their class teacher and TA, the classroom, the hall and the outside area so that the child feels familiar with the setting when they arrive.

In the summer term new Reception children have the opportunity to meet with their teachers, teaching assistants and new friends in their classroom at our 3 Rising 5's sessions.

- Session 1: A 1 hour stay and play session with parents in their new class.
- Session 2: A 1 hour stay and play session in their new class. Parents to attend a workshop in the school hall.
- Session 3: A 1 hour stay and play session in their new class. Parents leave the school site.

The summer term is also used for the Early Years Leader and SENDCo to meet with all the local nurseries to discuss in detail the children that will be attending our school. Where possible, each of the Reception class teachers visit the children in their nursery to meet them in a familiar setting. Teachers will visit as many feeder nurseries as possible to see the new children in a familiar learning environment.

Transition into year 1

Reception children make use of the whole school facilities and integrate with other year groups for significant celebrations and events. When the children are ready, they are gradually introduced to whole school activities such as assemblies. During the last term of Reception, children have the opportunity to meet with their new Year One teachers in their classrooms on several occasions. The new teachers are also released from their current classes to visit their new children in their familiar surroundings. At the end of each school year, teachers have the opportunity to share their knowledge of each child with their next class teacher, to ensure that the new teachers have a well-rounded picture of the children prior to the new school year.

WORKING WITH PARENTS AND CARERS

At Cliftonville Primary and Pre-School, we recognise that children learn and develop well when there is a strong partnership between practitioners and parents/ carers. We work hard to develop an active partnership with parents where we build and nurture relationships. We see the parents of children at our school as partners and we greatly value the contribution that parents make to their children's learning and continual development.

In the Pre-School, the Pre-school manager and child's key person help to ensure that their learning and care is tailored to meet their needs. They support parents and/or carers in guiding their child's development at home and help families to engage with more specialist support, if appropriate. We offer termly Stay and Play session where a aprent/varer can come and join their child for a session, Christmas and Easter singing as well as our Come and See events, such as forest school and Evidence Me. The pre-School manager has an open door policy and meets with parents regularly if there are any concerns or support needed.

Parents are encouraged to join in with their child's education from the very start of their school journey. In Reception they are encouraged to support children's learning through completing reading records, enjoyable homework activities in their 'Love to Learn' books and by attending sharing assemblies and whole class activities. We offer weekly 'Come and See' sessions to our parents to give them the opportunity to be part of their child's learning environment, have time to talk informally with the practitioners and to meet other parents. We also offer parents a variety of learning workshops to provide advice and information on how they can support their child's learning such as phonics, maths and handwriting. Parents are welcomed and encouraged to share information about their child, to ask questions and to discuss their child's learning with the teachers.

STAFF:

Roles and responsibilities

The Governing Body will be responsible for:

- Ensuring the school has clarity of vision, ethos and strategic direction.
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.
- Ensuring that there are appropriate policies, procedures, and practices in place to deliver the 'Early years foundation stage (EYFS) statutory framework' in line with statutory requirements.

The Headteacher will be responsible for:

- Acting in accordance with the 'Headteachers' standards' and the expectations of the school community.
- Creating a culture where children experience a positive and enriching school life.
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment.
- Understanding and acting within the statutory assessment frameworks which set out the duties, responsibilities and reporting arrangements to be followed.
- Ensuring all relevant staff read and implement this policy.
- Ensuring that staff have received the appropriate training to deliver and report EYFS assessments.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.

The EYFS lead will be responsible for:

- Ensuring all staff members read and implement this policy.

- Ensuring that all staff are up-to-date with current Early Years statutory information and Ofsted expectations, including the Early Tears team and the SLT.
- Supporting the policies, ethos and vision of the school and actively promoting high levels of achievement in the early years foundation stage.
- Leading the Early Years team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the (EYFS) statutory framework'.
- Ensuring the educational provision and practice is based on the EYFS characteristics of effective teaching and learning, supports a range of learning needs and develops children's independence.
- Taking responsibility for high-quality teaching provision throughout the early years foundation stage.
- Ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Monitoring the progress of children and reporting evaluated data to the Head Teacher.
- Developing and maintaining effective relationships with parents, colleagues, the governing board and the local community.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Supporting staff development by identifying and/or providing regular training and CPD opportunities.
- Providing regular meetings with staff to support professional development.
- Ensuring that the children they support receive learning tailored to their individual needs.
- Helping children become familiar with the setting.
- Building a relationship with parents.
- Helping families with more specialist support, where required.
- Helping children become familiar with the school and acting as a point of contact for children and their parents.

All teaching staff will be responsible for:

- Acting in accordance with this policy at all times.
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Ensuring they have a thorough working knowledge of:
    - The DfE's current 'Early years foundation stage (EYFS) statutory framework' and the requirements therein.
    - The DfE's current 'Early years foundation stage profile handbook'
- Using formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.

Qualifications, training, support, and skills

The school will ensure that:

- It follows its legal responsibilities under the Equality Act 2010.
- All staff receive induction training to help them understand their roles and responsibilities. This will include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues.
- All staff are trained to:
    - Identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.
    - Understand the school's safeguarding policy and procedures.
    - Ensure they have up to date knowledge of safeguarding issues.

- The lead practitioner attends a child protection course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect.
- Support staff undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.
- At least one person who has a current paediatric first aid (PFA) certificate is always on the premises and available when children are present and accompanies them on any trips.
- PFA training is renewed every three years and is relevant for people caring for young children.
- All staff who have obtained an approved level 2 and/or level 3 qualification since 30 June 2016 obtain a PFA qualification within three months of starting work in order to be included in the required staff:child ratios at level 2 or level 3.
- All newly qualified entrants to the early years workforce who have completed an approved level 2 or level 3 qualification on or after 30 June 2016, have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff: child ratios. The school will organise PFA training to be renewed every three years. The list of staff who hold PFA certificates can be found in Pre-School cloakroom and the Early Years reception area.
- Staff have sufficient understanding and use of English to ensure the wellbeing of children in their care.
- All members of staff who have contact with children and families in the EYFS will be offered professional supervision with a trained counsellor. They are also supervised by the EYFS lead. The supervision will provide opportunities for staff to:

    - Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
    - Identify solutions to address issues.
    - Receive coaching to improve their effectiveness.

SAFEGUARDING AND WELFARE

The Health and Safety Policy outlines the full health and safety policies and procedures.

Child protection

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. The staff at Cliftonville Primary and Pre-School will take all necessary steps to keep children safe and well and comply with the requirements of the 'Statutory framework for the early years foundation stage' to:

- Safeguard children.
- Ensure the suitability of adults who have contact with children.
- Promote good health.
- Support and understand behaviour.
- Maintain records, policies, and procedures.

Staff will be alert to any issues of concern in the child's life at home or elsewhere and follow the school's Child Protection Policy. Any safeguarding or welfare issues will be dealt with in line with this policy, and all members of staff in the EYFS are required to read this policy as part of their induction. Staff will receive a yearly programme of safeguarding training that enables them to understand the school's safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

The DSL is Helen Davin. The deputy DSLs are Claire Whichcord, Georgina Allcock, Lisa Mendez, Emma Priest, Graham Clayson, Lucie McAvoy and Melanie Saddington.

The DSL is responsible for safeguarding children and liaising with local children's services as appropriate. Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework

The deputy DSLs will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSLs will undertake child protection training as required. Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required

Where there are concerns about a child's safety or welfare the school will:

- Immediately notify the LA's children's social care team and, in emergencies, the police.
- Have regard to the DfE's statutory guidance 'Working Together to Safeguard Children', the 'Prevent duty for England and Wales' and 'KCSIE'.
- Inform Ofsted of any allegations of serious harm or abuse of children by any person living, working, or looking after children at the premises and the action they have taken in response to the allegations. Notification will be made as soon as is reasonably practicable, but in any event within 14 days of the allegations being made.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

Absence

We are required to promptly follow up on absences. If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

We will consider patterns and trends in a child's absences and their personal circumstances and use our professional judgement when deciding if the child's absence should be considered as prolonged.

Any concerns will be referred to local children's social care services and/or a police welfare check requested. See our attendance policy for more on this, including our expectations of parents/carers to report child absences.

Safer recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance and KCSIE on checking the suitability of new recruits, including:

- Obtaining at least 1 written reference for any member of staff (including students and volunteers) before they are recruited
- Carrying out the necessary checks, including the appropriate level of DBS check
- Recording information about staff qualifications and identity checks, vetting processes and references

See our safeguarding policy for details of our safer recruitment procedures.

Suitable people

The school will:

- Ensure that people looking after children are suitable, have the relevant qualifications, training and have passed any required checks to fulfil their roles. This also applies to any person who may have regular contact with children.

- Take appropriate steps to verify qualifications, including in cases where physical evidence cannot be produced.
- Obtain an enhanced criminal records check in respect of every person aged 16 and over who works directly with children or works on the premises – additional criminal records checks will also be made for anyone who has lived or worked abroad.
- Tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children.
- Not allow people, whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children.
- Record information about staff qualifications and the identity checks and vetting processes that have been completed – this must include the criminal records check reference number, the date a check was obtained and the details of the person who obtained it.
- Make a referral to the DBS where a member of staff is dismissed, or would have been, had the person not left the setting first, because they have harmed a child or put a child at risk of harm.
- Ensure that no disqualified person is employed to work in connection with early years provision.
- Take appropriate action to ensure the safety of children if they become aware of any information about staff that may lead to their disqualification.
- Notify Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children in their setting and provide specific details of any order made.

Whistle-blowing

We make sure that all staff (including trainees) and volunteers are aware of our whistle-blowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

In the event that an individual feels that they need to blow the whistle on misconduct, they should report their concern to the headteacher. If the concern is about the headteacher, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the chair of governors.

Malicious or vexatious allegations

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

Staffing ratios

Cliftonville Primary and Pre-School will adopt the following staffing ratios:

For children aged three and over in the Pre-School:

- In registered early years provision where a staff member with Qualified Teacher Status (QTS), Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification is working directly with the children, there will be:
  - One member of staff for every 13 children
  - At least one other member of staff will hold an approved level 3 qualification.

In Year R Classrooms:

- Where the majority of children will reach the age of five or older within the school year, there will be at least one member of staff for every 30 children.

- Class sizes will be limited to 30 children per school teacher, as per infant class size legislation (unless directed by the Local Authority).

The school is aware that there are a range of contextual factors that will affect staff: child ratios, and that these can change depending upon a variety of issues. The school will continue to monitor the ratios and ensure that:

- Managers appointed on or after 1 January 2024 have already achieved a suitable level 2 qualification in maths or will do so within two years of starting in the position.
- The Early Years lead will deputise for the Pre-School Manager in their absence. The Pre-School Manager will provide cover for the EYFS lead in their absence and is deemed fully qualified to do so by the EYFS lead and the headteacher.
- At least half of the staff hold at least an approved level 2 qualification.
- To count within the ratios at level 3, staff holding an Early Years Educator qualification will also have achieved a suitable level 2 qualification in English.
- The EYFS manager holds an approved level 3 qualification or above and should have at least two years' experience of working in an early years setting or other suitable experience.
- Staffing arrangements meet the needs of all children and ensure their safety.
- Children are adequately supervised, including whilst eating, and decide how to deploy staff to ensure children's needs are met.
- Suitable students on long term placements and volunteers aged 17 or over, and staff working as apprentices in early education aged 16 or over, may be included in the ratios at the level below their level of study, if the lead mentor is satisfied that they are competent and responsible.

Medicines

At Cliftonville Primary and Pre-School, we will:

- Have an agreed procedure, discussed with parents for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.
- Have policies and procedures for administering medicines, which includes systems for obtaining information about a child's medicinal needs and keeping this information up to date.
- Ensure that adequate training is provided for staff where medicinal administration requires medical or technical knowledge.
- Ensure that prescription medicines are not administered unless they have been prescribed for a child by a doctor, dentist, nurse, or pharmacist - medicines containing aspirin should only be given if prescribed by a doctor.
- Both prescription and non-prescription medicines can be administered where written permission for that particular medicine has been obtained from the child's parent.
- Keep a written record of each time medicine is administered, and inform parents on that day, or as soon as is reasonably practicable.

Staff taking medication or other substances

The school will:

- Ensure that staff members are not under the influence of alcohol or any other substance which may affect their ability to care for children.
- Ensure that staff taking medication that may affect their ability to care for children seek medical advice.
- Ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly.
- Always keep medication on the premises securely stored, and out of reach of children.
- Implement a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Staff Drug and Alcohol Policy.

Staff will make sure that any personal medication is secured safely.

Oral health and tooth brushing

Cliftonville Primary and Pre-School will:

- Promote good oral health, as well as good health in general, in the early years by talking to the children about the effects of eating too many sweet things and the importance of brushing your teeth. We invite a dentist in to talk to the children about the importance of oral hygiene.

We take part in a supervised tooth brushing programme, to support the children's oral health. We follow government guidance on supervised toothbrushing to make sure that it is evidence-based and safe.

Food and drink

We are a healthy school and our children under 5 receive free milk and all children have access to fresh water and free fruit from a Government scheme. Reception children who stay for lunch are eligible for free school meals or can choose to bring in a healthy packed lunch.

To promote emotional well-being, social skills, and independent life skills, Early Years mealtimes are held in classrooms to minimize sensory overload, foster positive social interaction, and encourage healthy eating habits.

While children are eating, there will always be at least 1 member of staff in the room with a valid PFS certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely.

- Cliftonville Primary and Pre-School will:
- Consult with parents/carers to create allergy action plans for their child – with the help of health professionals, where appropriate. We will keep this information up to date and share it with all staff
- Ensure that, where provided, meals, snacks and drinks are healthy, balanced, and nutritious.
- Ensure that fresh drinking water is always available and accessible to children.
- Ensure there are suitable facilities for the hygienic preparation of food for children.
- Ensure that that those responsible for preparing and handling food are competent to do so, with all staff involved in preparing and handling food receive training in food and hygiene.
- Inform Ofsted if two or more pupils are affected by food poisoning within 14 days of the incident – note, failure to do constitutes an offence.
- We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

All the Foundation stage classrooms have access to toileting facilities and we teach the children the importance of hygiene and hand washing techniques.

Safety and suitability of premises, environment and equipment

Premises and equipment

The school will:

- Ensure that premises, both indoor and outdoor, are fit for purpose, suitable for the age of children and adheres to the relevant indoor space requirements as outlined in within the EYFS statutory framework..
- Ensure premises and equipment are organised in a way that meets the needs of children
- Provide access to an outdoor play area
- Follow our legal responsibilities under the Equality Act 2010, for example, the provisions on reasonable adjustments.
- Frequently check on sleeping children to ensure they are safe and let their parents know that they have fallen asleep.
- Ensure there are an adequate number of toilets and hand basins available. There are 12 toilets available to the Year R children and 3 in the Pre-School, with separate toilet facilities for adults.
- Ensure there are suitable hygienic changing facilities available for changing any children who are in nappies or who have toileting accidents. These are located in the Pre-School.
- Ensure there is an adequate supply of spare clothes and underwear and any other necessary items.
- Ensure there is an area where staff may talk to parents confidentially.
- Ensure there is an area where staff can take breaks away from areas being used by children.
- Only release children into the care of individuals who have been notified to the provider by the parent and ensure that children do not leave the premises unsupervised. All names of adults on the children's contact list are kept on the school's Management Information System - Arbor.
- Take all reasonable steps to prevent unauthorised persons entering the premises, with agreed procedures and protocols for checking the identity of visitors.
- Carry the appropriate insurance, e.g., public liability insurance.
- We take all reasonable steps to prevent unauthorised persons entering our premises and have an agreed procedure for checking the identity of visitors.
- Comply with health and safety legislation, including fire safety and hygiene requirements. The school has a Fire Safety Policy in place.
- Have an emergency evacuation procedure (both fire and lockdown). Take reasonable steps to ensure the safety of children and others on the premises in the event of emergency.
- Have appropriate fire detection and control equipment which is in working order, such as fire alarms, smoke detectors, fire blankets and fire extinguishers.
- Ensure that fire exits are clearly identifiable and that fire doors are free from obstruction and easily opened from the inside.

Accident or injury

Cliftonville Primary and Pre-School will:

- Ensure that there is a first aid box containing appropriate items for use with children which is always accessible.
- Keep a written record of any accidents, injuries and first aid treatment.
- Inform parents of any accident or injury involving a child and inform parents on the same day, or as soon as is reasonably practicable after, including details of any first aid treatment given.
- Notify Ofsted of any serious incident, illness or injury to, or death of, any child while in their care, and the action taken as soon as is reasonably practicable, but at least within 14 days of the incident occurring – note, failure to do constitutes an offence.
- Notify local child protection agencies of any serious accident or injury to, or death of, any child while in their care, and act on any advice given from these agencies.

Smoking and vaping

The school will not allow smoking or vaping in or on the premises at any time.

Risk assessment

The school will:

- Take all reasonable steps to ensure staff and children are not exposed to risks and be able to demonstrate how they are managing risks.
- Determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice and to demonstrate how they are managing risks if asked by parents or inspectors.

Trips and visits

The school will:

- Keep children safe on outings.
- Assess the risks or hazards which may arise and identify the steps to be taken to remove, minimise and manage them. Risk Assessments will be written 14 days prior to the trip and submitted to the Education Visits Co-ordinator.
- Ensure that adult to child ratios are considered in any risk assessment.
- Ensure that vehicles in which children are being transported, and the driver of those vehicles, are adequately insured.

Screen use

We have regard to the DfE's help for early years providers: screen use guidance when making decisions about how and when children use screens in our setting.

Mobile phones and devices

Please refer to the Mobile Phone policy.

MONITORING ARRANGEMENTS

Information and records

Information will be stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

The school will:

- Maintain records and obtain and share information, as appropriate, to ensure the safe and efficient management of the setting and ensure the needs of all children are met.
- Enable a regular two-way flow of information with parents and between providers in cases where more than one setting is attended.
- Ensure that records are easily accessible and available.
- Ensure that confidential information and records about staff and children are held securely and only accessible and available to those with the right or professional need.
- Be aware of their responsibilities under data protection legislation and, where relevant, the Freedom of Information Act 2000.
- Ensure that staff understand their responsibility to protect and respect the privacy of children and the legal requirements requiring confidentiality of information and records.
- Allow parents access to all records about their child, in accordance with the Data Protection Act 2018.

- Retain records relating to individual children for a reasonable amount of time after they have left the setting.
- All safeguarding records will be passed to the child's new setting within 5 days of them starting.

The following information about the school will be recorded:

- The school's name, address and telephone number
- The school's certificate of registration
- The name, address and telephone number of anyone who will regularly be in unsupervised contact with the children
- A daily record of the names of the children being cared for in the school, their hours of attendance, and the names of each child's key person.

Information about the child

The following information will be recorded for each child on the school MIS - Arbor:

- The child's full name and date of birth
- The name and address of every parent or carer who is known to the school, including information about all persons who have parental responsibility for the child and which parent the child normally lives with.
- The emergency contact details of the child's parent.

Information for parents and carers

The following information will be made available to parents:

- How the EYFS is being delivered in the setting, and how parents and/or carers can access more information.
- The range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and carers can share learning at home.
- How the setting supports children with special educational needs and disabilities.
- Food and drinks provided for children.
- Details of the provider's policies and procedures - making copies available on request. This includes the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting.
- How staffing in the setting is organised.
- The name of their child's key person and their role.
- A telephone number for parents and/or carers to contact the provider in an emergency.

Ofsted will be notified if there are any changes to the following:

- The address of the school
- The school's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children