

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 2022

Review date: September 2024

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.
- **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.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

LEGAL FRAMEWORK

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

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2023) 'Early years foundation stage statutory framework'
- DfE (2023) 'Early years foundation stage profile: 2024 handbook'
- DfE (2023) 'Keeping children safe in education (KCSIE) 2023'
- DfE (2023) 'Working Together to Safeguard Children 2023'

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 2021 statutory framework for the Early Years Foundation Stage (EYFS). This document also complies with our funding agreement and articles of association.

Structure

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

We have an on-site Pre-School which run a variety of different sessions. Children can start attending from the term after their third birthday:

We offer several options:

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 are required to bring in a home packed lunch.

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 are required to bring in a home packed lunch. 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 are required to bring in a home packed lunch. An extra 45-minute session (until 3.15pm) can be purchased at a cost of £3.00 per day.

At the beginning of the school year in which children turn 5 years of age, they can attend school in our Reception classes. Initially on a part time basis, this usually becomes full time after the first week in school. 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

after this initial week. We work closely with each family to support them and their child to ensure a successful, slower paced 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 Forest School run by our qualified Forest School Leader. The EYFS is lead by an experienced Early Years Lead.

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 statutory and Ofsted expectations, including the Early Years team and the SLT.
- Supporting the policies, ethos and vision of the school and actively promoting high levels of achievement in the early years 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 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.

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 to start school.

Curriculum

Provision and practice within the early years will be centred around the requirements of the DfE's 'Early years foundation stage statutory framework'.

The EYFS framework outlines seven areas of learning and development that must shape educational programmes in the early years. These are categorised as 'prime areas' and 'specific areas'.

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

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

Specific areas – defined as the areas through which the prime areas are strengthened and applied:

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

The school will plan and provide educational programmes that involve activities and experiences for children as set out under each of the seven areas of learning.

When planning the early years curriculum, 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.

If a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents 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.

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

- 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.
- Ensure that children have 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.

When organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to the three characteristics of effective teaching and learning in the EYFS:

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

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.

On entry to the Pre-School, each child will be assigned a key person who will help to ensure their learning and care is tailored to meet their individual needs.

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:

- Point of entry assessments and 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 formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. 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. Observations will be recorded on Evidence Me and shared with parents at the end of every seasonal term.

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

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.

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.

Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

Inclusion:

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

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

The Special Educational Needs and Disabilities (SEND) Policy will ensure all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to 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 and by postcard. We enjoy sharing of 'Love to Learn' books in class during circle time. 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 from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families right from our first meeting at the Rising 5s sessions. We provide opportunities for working collaboratively, encourage good manners e.g. in the dinner hall, saying good morning. We encourage a sense of belonging through school values. All staff are sensitive and responsive to child's individual needs and set consistent clear boundaries in line with the school Behaviour Policy.

Enabling environments

We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests and stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning. A lot of our focus is on the children's emotions, indoor and outdoor environment.

We provide challenging activities according to the stage of development. We foster good partnerships with parents and carers. We believe that the learning environment stretches beyond the classroom - including our

own forest school and school- educational visits. We provide a range of stimulating resources and have consistent focus on learning through play. Our adults support the children to take risks and explore. Children can also have the opportunity to share their learning and how they explored a topic to the rest of their class. They enjoy sharing what they have been doing / have learned and this helps them to take ownership of their learning.

Learning and development

The school recognises that the physical and emotional environment play an important role in supporting, enabling, and extending pupils' learning and development.

The school will provide a safe and stimulating environment that values active learning, exploration, and play, where children feel free to create, make links and develop critical thinking skills.

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.

At all times, children will 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.

Independent learning will be encouraged through planned continuous provision where children can make their own selection from a variety of resourced areas, including:

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, quieter courtyard area with climbing frame and a well-resourced physical development area as well as Forest School. All our learning environments are organised to allow children to explore and learn securely and safely. There are 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.

Staff will support 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. Appropriate and stimulating educational visits and visitors, from both within and outside of the local community, are arranged to further expand children's learning experiences.

Planning

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. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

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 Foundation Stage classrooms to ensure that all children receive the same daily diet of teaching and opportunities as each other. 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.

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 also use Letters and Sounds as a method for planning and teaching phonics. We also use the Talk for Writing approach for planning and teaching the skill of writing. In maths, we use the White Rose scheme as well Primary Advantage to plan an effective curriculum that meets the needs of our children. In music, we use the Music Express scheme of work.

Teaching

Play

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. In doing so 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.

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.

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.

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

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. We will monitor children's progress and take action to provide support as necessary. Where a specific need is suspected we will liaise with the Special Educational Needs Co-Ordinator and seek advice from outside agencies, such as the Speech and Language service and the Educational Psychologist amongst others. We adhere to the Equal Opportunity and Inclusion policies of the school.

Transitions

At Cliftonville Primary and Pre-School, we recognise that starting school and moving up classes 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:

In the Pre-School, our Pre-School Manager visits 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 children then attend a one hour taster session at the Pre-School and then several further shortened sessions to ensure that they have the time to feel welcomed and to support them in exploring their new environment before they start full time (taking each individual child's needs into account). Throughout the year, there are multiple opportunities for the Pre-School children 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 weekly dance lessons in the hall, for example.

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 and Teaching Assistants in their classroom on at least two occasions; both with their parents and on their own with the rest of their classmates to help them prepare for their new experiences. These are our Rising 5s sessions. Whilst the children are with their teachers, the parents stay on site to attend reading, maths and handwriting workshops.

The summer term is also used for the Year Group Leader, Early Years Leader and SENDCo to meet with all the local nurseries to discuss in detail the children that will be attending our school. 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.

In Reception there is a one week part-time settling in period (including staying for lunchtimes) to ensure that children have the time to become secure and familiar with the new routines before starting school full time.

Transition into year 1

At the end of Reception, children have the opportunity to meet with their new teachers in their classrooms prior to starting Year one on several occasions. The new teachers are also released from their current classes to visit their new class in a familiar setting on several occasions. At the end of each school year teachers have the opportunity to share their knowledge of each child's knowledge, understanding and achievements, including end of year assessment data, with their next class teacher to ensure that all teachers have a well-rounded picture of the children prior to the new school year.

During children's time in Pre-School and Reception, a range of shared activities are planned for all classes to help develop children's confidence and to ensure continuity in experiences throughout the Foundation stage. Children in both Pre-School and Reception 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. Throughout the Reception year, when children are ready, they are gradually introduced to whole school activities such as assemblies.

Community Links

At Cliftonville Primary and Pre-School the Early Years team enrich learning and encourage strong links with the local area through local visits to the local park, Tesco, the beach, the post office, Manor House Forest

School, Wingham Wildlife Park, the local library and by inviting in members of the local community such as the Dog's Trust, the fire and police service and local residents.

Partnership with Parents

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. In the Pre-School, each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

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.

We want parents to feel they can speak to us about their child and to feel comfortable in our setting. As well as the Pre-School and Reception transition days we offer weekly 'Come and See' sessions to our parents to give them the opportunity to share 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.

Parents are encouraged to join in with their child's education from the very start of their school journey. They are encouraged to support children's learning through completing reading records, simple homework activities in their 'Love to Learn' books and by sharing assemblies and whole class activities. We aim to invite parents into classes at least once a term for our 'Come and share' sessions. We also share observations with the parents at each parent consultation, where they can look through the child's Learning Journeys.

Health & safety and safeguarding

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.

Child protection

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 and yearly training. They will also be included in the yearly programme of safeguarding training.

The DSL is Claire Whichcord. The deputy DSLs are Anita Fourie, 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. 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.

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.

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.

Staffing:

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.

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.

Any medication used by staff will be securely stored in their lockers.

Smoking and vaping

The school will:

- Not allow smoking or vaping in or on the premises at any time.

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.
- It puts appropriate arrangements in place for the supervision of staff who have contact with children and families.
- 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 a 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 a 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.

Staff:child ratios

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.
- There is a named deputy who is capable and qualified to take charge in the managers absence. [A member of the PPA team](#) 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 SLT link for the Pre-School or the Early Years Lead is satisfied that they are competent and responsible.

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).

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 and will explain the role of the key person when their child begins attending the school.

Health

Medicines

At Cliftonville Primary and Pre-School, we will:

- Promote the good health of children, including their oral health.

- 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 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.
- Only administer medicine, both prescription and non-prescription, 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.

Food and drink

Cliftonville Primary and Pre-School will:

- Ensure that, where provided, meals, snacks and drinks are healthy, balanced, and nutritious.
- Obtain information about a child's special dietary requirements, preferences, food allergies and any special health requirements prior to them attending the setting.
- Ensure that fresh drinking water is always available and accessible to children.
- Record and act on information from parents about a child's dietary needs.
- Ensure there is an area which is adequately equipped to provide healthy meals, snacks and drinks for children.
- Ensure there are suitable facilities for the hygienic preparation of food for children.
- Ensure 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.

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.

Safety and suitability of premises, environment and equipment

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.

Safety of premises

The school will:

- Ensure that premises, both indoor and outdoor, are fit for purpose and suitable for the age of children cared for and the activities provided.
- Comply with health and safety legislation, including fire safety and hygiene requirements.
- 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.

Premises and equipment

The school will:

- Ensure premises and equipment are organised in a way that meets the needs of children and adheres to the relevant indoor space requirements as outlined in within the EYFS statutory framework.
- 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 will be 12 toilets available to the Year R children and 2 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. These will be 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.

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.

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

The school have a Fire Safety Policy in place.

Mobile phones and devices

Please refer to the Mobile Phone policy.

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:

- The school's privacy notice for parents and children
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Details of the policies and procedures in place in the school's EYFS
- The procedure to be followed in the event of a parent failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting.
- Staffing details, including the name of their child's key person and their role and a telephone number for parents to contact 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

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. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2021) and we adhere to the school's safeguarding policy.

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.

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