



## Early Years Foundation stage General Policy

<b>Review cycle:</b>	Every year
<b>Review by:</b>	A Team, G(Ed)
<b>Last Governor Approval:</b>	Spring 2023
<b>Next Governor Approval:</b>	Spring 2024

**Policies linked to:**

- Curriculum Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Health and Safety Policy
- First Aid and Medicines Policy and Procedure
- Fire Safety, Procedures and Risk Assessment Policy
- Admissions Policy
- Risk Assessment Policy
- Accessibility Plan
- Complaints Policy and Procedure
- Attendance Register Policy
- Equal Opportunities/anti-prejudicial discrimination policy for pupils
- Recruitment Policy
- Data Protection Policy
- E Safety Policy
- Employment Manual
- Photograph and Social Media Policy
- School Trips Policy
- IT Acceptable Use Policy for Personal Devices
- Intimate Care Policy

**This document also appears on:**

- Staff Intranet

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## Statement of intent

At The Beacon, we greatly value the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant DfE 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.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's 'school readiness' and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to 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.

## 1. Legal framework

1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:

- Childcare Act 2006
- The Safeguarding Vulnerable Groups Act 2006
- UK General Data Protection Regulation (UK GDPR)

1.2. This policy has due regard to Development Matters (2021) and statutory guidance including, but not limited to, the following:

- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Keeping children safe in education (2020)'
- DfE (2018) 'Working together to safeguard children'
- DfE (2015) 'The prevent duty'

1.3. This policy is intended to be used in conjunction with the school policies listed on page 1 of this document.

## 2. Roles and responsibilities

2.1. The Board of Governors has the overall responsibility for ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the school's Safeguarding and Child Protection Policy.

2.2. The Headmaster has the overall responsibility for ensuring there is a policy in place in the event of an allegation being made against a member of the Early Years staff. These issues are addressed in the school's Policy and Procedure on Complaints.

2.3. The Board of Governors has the overall responsibility for the implementation of this policy.

2.4. The Board of Governors has overall responsibility for ensuring that this policy does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, disability or sexual orientation.

2.5. The Head of EYFS, in conjunction with the Head of Pre-Prep, has responsibility for the day-to-day implementation and management of this policy.

- 2.6. Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.
- 2.7. Staff, including teachers, support staff and volunteers, are responsible for remaining alert to any issues of concern in children.

### **3. Aims**

3.1. Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

3.2. Four guiding principles shape our practice:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents.
- Children develop and learn in different ways and at different rates.

3.3. To put these principles into practice, the school:

- Provides a balanced curriculum which takes children's different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents.
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Provides a safe and secure learning environment.

## 4. Learning and development

- 4.1. The EYFS curriculum is based on an observation of children's needs, interests and stages of development.
- 4.2. In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.
- 4.3. There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important. The Statutory Framework (2021) and Development Matters (2021) detail more information about the different areas of learning and the expectations children must achieve at the end of the Early Years.

4.4. The 'prime' areas of learning and development are:

- Communication and language
  - Listening, attention and understanding
  - Speaking
- Physical development
  - Gross motor skills
  - Fine motor skills
- Personal, social and emotional development
  - Self-regulation
  - Managing self
  - Building relationships

The 'specific' areas of learning and development are:

- Literacy
  - Comprehension
  - Word reading
  - Writing
- Mathematics
  - Numbers
  - Numerical patterns
- Understanding the world
  - Past and present
  - People, culture and communities
  - The natural world
- Expressive arts and design
  - Creating with materials

Being imaginative and expressive

- 4.5. The early learning goals (ELGs) above are not used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development. The ELGs are used to support teachers to make a holistic, best-fit judgement about a child's development and their readiness for Year 1.

- 4.6. Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.
- 4.7. The EYFS class teacher will discuss any cause for concern in a child's progress, especially in the prime areas of learning, with the child's parents. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have a special educational need or disability which requires additional support.
- 4.8. The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if a child is found to not have a strong grasp on English, the EYFS class teacher will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay. Support may be received from Learning Support.
- 4.9. Each area of learning and development will be implemented through a mix of adult-led and pupil-initiated activity.
- 4.10. The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.
- 4.11. Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:
  - Playing and exploring – children investigate and experience things.
  - Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
  - Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- 4.12. Observations and assessments are recorded by a variety of ways, including using an online tool, Tapestry. Parents are able to view their son's ongoing profile and upload evidence to support the class teacher's judgements.

## **5. The Learning Environment and Outdoor Spaces**

- 5.1. The classroom is organised in such a way that children can explore and learn in a safe environment.
- 5.2. There is a toilet facility centrally located in Oakway for Reception boys and there are separate toilets for Nursery boys, which are located at the back of their classroom. .
- 5.3. All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

- 5.4. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.
- 5.5. The Special Educational Needs and/or Disabilities (SEN/D) Policy ensures all children receive the support they need and are given the best learning experience possible.
- 5.6. SEN/D in the EYFS setting will be monitored and managed by the Pre-Prep SENCo.
- 5.7. Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.
- 5.8. The Head of Early Years is responsible for ensuring that staff are aware of the correct procedure for checking the outdoor play area. Staff will check all areas before allowing the boys to go outdoors. Staff will:
  - ensure gates are secure
  - report any dangerous materials or damage to the play area to the Facilities Manager and/ or the Head of Early Years
  - organise play materials appropriately to meet the needs of the boys
  - supervise boys at all times, adhering to EYFS regulations and ratios
  - count numbers of boys playing outside on each occasion
- 5.9. Staff will undertake to:
  - provide resources that cover all aspects of the curriculum
  - provide a range of good quality, safe outdoor toys such as small/large apparatus and wheeled toys
  - present resources in a stimulating manner
  - provide resources that allow boys to make choices.
- 5.10. Resources will be taken out of the storage areas, with the help of the boys.
- 5.11. Boys are required to help tidy away the toys and equipment, when necessary. This encourages independence and teaches the boys to take care of resources. Boys will help with:
  - Water trays - boys are able to help take the covers off the water trays as long as an adult is supervising.



- Sand pit - boys may help an adult to take the cover off the sand tray. They may use the sand pit once the adult has confirmed that it is ready.
  - Climbing frame - all children must wait for an adult to carry out a visual inspection of the climbing frame. Once the adult confirms that it is safe then they may use the apparatus.
- 5.12. It is important that children go out in all weathers and experience the seasons accordingly. During the summer, when the weather is hot, parents are asked to provide sun hats and appropriate clothing. In winter, the boys are encouraged to continue with outdoor activities. Parents are requested to provide appropriate clothing such as hats and gloves.

## **6. Inclusion**

- 6.1. All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.
- 6.2. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.
- 6.3. The Equal Opportunities/anti prejudicial discrimination Policy for pupils ensures that the needs of all children are met, regardless of any protected characteristics they have.
- 6.4. The SEN/D Policy ensures all children receive the support they need and are given the best learning experience possible.

## **7. Assessment**

- 7.1. 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.
- 7.2. Parents will be kept up-to-date with their child's progress and development, and the EYFS class teacher will address any learning and development needs in partnership with parents.
- 7.3. The online tool 'Tapestry' is shared with parents so they are aware of their son's development.
- 7.4. Formative assessments are used to assess the learning and development of children in the EYFS. Staff members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to shape learning experiences for each child.

- 7.5. Reasonable adjustments will be made to the assessment process for children with SEN/D as appropriate.
- 7.6. In the final term, the EYFS profile is completed for each child and made available to parents and Year 1 teachers.
- 7.7. The EYFS profile results are shared with the local authority, when requested by them.

## **8. Safeguarding and welfare**

- 8.1. All necessary steps are taken to keep the children in our care safe and well.
- 8.2. Any safeguarding or welfare issues will be dealt with in line with the Safeguarding and Child Protection Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.
- 8.3. The Designated Safeguarding Lead (DSL) is James Skea.
- 8.4. The Additional Safeguarding Lead (ASL) for Pre-Prep is Natalie Jones.
- 8.5. The DSL is responsible for safeguarding children and liaising with local children's services as appropriate.
- 8.6. The ASL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL.
- 8.7. The DSL and ASL will undertake child protection training as required.
- 8.8. Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.
- 8.9. Supervision meetings occur once a term and the sessions enable staff to discuss issues and identify solutions as well as receive guidance, support and development.
- 8.10. The meetings are hosted by the Head of Pre-Prep on a one-to-one basis and are for all staff that work in the Early Years, including teaching assistants.
- 8.11. Supervision sessions are recorded and electronic copies of the meetings are stored securely.

## **9. Mobile phones and devices**

- 9.1. For the purposes of this policy, the term 'mobile phone' refers to any electronic device that can be used to take images or record videos, including tablets.

- 9.2. Photography policies and procedures are addressed in full in our Code of Conduct for Staff and IT Acceptable Use Policy for Personal Devices and Safeguarding and Child Protection Policy.

#### Use of mobile phones by staff members

- 9.3. Staff members must not use personal mobile phones or cameras when children are present.
- 9.4. Staff may use mobile phones on school premises outside of working hours when no children are present.
- 9.5. Staff may use mobile phones in the staffroom during breaks and non-contact time.
- 9.6. Mobile phones should be safely stored and in silent mode whilst children are present.
- 9.7. Staff may take mobile phones on trips and welly walks, but they must only be used in emergencies and should not be used when children are present. Mobile phones must not be used to take images or videos at any time during trips.
- 9.8. Staff who do not adhere to this policy will face disciplinary action.
- 9.9. Staff may use their professional judgement in emergency situations.
- 9.10. Staff must report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Safeguarding and Child Protection Policy.

#### Use of mobile phones by parents, visitors and contractors

- 9.11. Parents, visitors and contractors are not permitted to take photographs or record videos without prior permission.
- 9.12. Parents may take photographs and videos during school events for their personal use.
- 9.13. The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media.
- 9.14. Staff must report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Safeguarding and Child Protection Policy.

#### Use of the school's mobile phones and cameras

- 9.15. Staff are provided with a school device to ensure that only school devices are used to take photographs and videos.
- 9.16. School devices have passcode protection.

- 9.17. School devices are only used for work related matters.
- 9.18. School devices must not be taken off school premises without prior permission from the Head of Pre-Prep or Head of Early Years.
- 9.19. Where staff members have concerns over material on a school device, they must report all concerns to the DSL, following the procedures outlined in the Safeguarding and Child Protection Policy.
- 9.20. Photographs and recordings are uploaded to Tapestry (online learning journal) in order to record observations and assessments made by the staff. All photos and recordings are approved by the Head of Early Years.

## **10. Health and safety**

- 10.1. The school's First Aid and Medicine Policy outlines the procedures for administering medicines.
- 10.2. A first-aid box is in each of the classrooms in Oakway.
- 10.3. The EYFS class teacher or teaching assistant will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents.
- 10.4. Minor accidents and injuries will be recorded in an accident book, located in Reception Blue Classroom.
- 10.5. Major accidents and injuries will be recorded in an accident book and Medical Tracker, located in the Medical Centre.
- 10.6. The school has a Fire Evacuation Plan as outlined in the Fire Safety, Procedures and Risk Assessment Policy.
- 10.7. Information about any dietary requirements, preferences, food allergies and any special health requirements will be passed onto Medical Centre staff and recorded on the medical files on SharePoint for all staff to access.
- 10.8. Smoking is not permitted on the school premises.

## **11. Food and Drink**

- 11.1. Fresh water is available throughout the day for the boys to drink.
- 11.2. During the morning, boys are offered water and a piece of fruit. In the afternoon, boys have milk and a biscuit- both morning and afternoon snack is provided by the school. If boys stay afterschool in the Late Stay provision, parents can send in a healthy snack; if grapes, cherry tomatoes or olives are

brought in, they must always be cut in half lengthways as they are a common choke hazard.

- 11.3. The school lunches are cooked on the premises and are of excellent quality, providing a choice of healthy options. Parents should inform the school if their son has any special dietary requirements. The weekly menu is available on the website at the start of each week. The meals are healthy, balanced and nutritious.
- 11.4. Early Years staff and at least two lunchtime supervisors are on duty overseeing the Reception boys using the cafeteria service and eating their lunch. Nursery staff oversee lunch with the Nursery boys. All staff encourage good table manners and politeness. The boys are expected to eat a reasonable sized portion and are encouraged to taste unfamiliar foods, but they are never forced. Staff will inform parents if their son regularly eats little at school.
- 11.5. Staff involved in preparing and handling of food have had training in basic food hygiene- this is an online course completed on Educare. When children take part in cooking activities they:
  - Are supervised at all times
  - Understand the importance of hand washing and simple hygiene rules
  - Are kept away from hot surfaces and hot water

## **12. Staff taking medication or other substances**

- 12.1. The school implements a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Code of Conduct for Staff.
- 12.2. The use of alcohol or any other substance that may affect the ability to care for children by a member of staff will not be tolerated. If there is a reason to believe a member of staff is under the influence of alcohol or any other substance, they will not be allowed to work directly with children and further action will be taken.
- 12.3. Any member of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly.
- 12.4. Any medication used by staff is securely stored in the Medical Centre.

## **13. Staffing**

- 13.1. A robust Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable.

- 13.2. Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety.
- 13.3. Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.
- 13.4. The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage (2021)'.
- 13.5. There will be at least one member of staff on the school premises at all times who has a current paediatric first-aid (PFA) certificate.
- 13.6. The school will organise PFA training to be renewed every three years.
- 13.7. The list of staff who hold PFA certificates can be found at Matron's office.
- 13.8. In Reception, the class teacher is the key person so that every child's care is tailored to meet their individual needs. Each boy in Nursery has a key worker who is responsible for looking after their needs. The Nursery class teacher is responsible for overseeing all Nursery boys.
- 13.9. The class teachers hold QTS or an equivalent qualification.
- 13.10. Six EYFS Teaching Assistants (TAs) hold a Level 3 qualification or higher. There are seven TAs that work in the department.
- 13.11. The school provides regular in-service training to all staff, both through external agencies and in-house.
- 13.12. The school provides new staff induction training in the first term of employment.

## **14. Information and records**

- 14.1. Information is stored in line with the GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.
- 14.2. The 'Contact & Medical Details' form (issued for new pupils) asks parents to specify at least one email address and one mobile phone number per family that we can use to contact them. Parents are requested to ensure that the School Office has up-to-date contact details at all times.

## 15. Communication

- 15.1. Parents receive a weekly newsletter which shares learning, news and reminders. The newsletter is sent out via email each week.
- 15.2. Parents who are unable to meet the class teacher at pick-up and drop-off can write simple messages in their son's home contact book. The book is read daily by the class teacher or teaching assistant.
- 15.3. Parents can e-mail a member of staff and a response will be sent up to 48 hours afterwards.
- 15.4. Parents will receive a report in the Summer term which shares their son's attainment against the Early Years Profile and Characteristics of Effective Learning. In the Autumn and Spring term, parents will receive a summary of their son's learning and behaviour.
- 15.5. Parents may approach ISI directly if they believe that The Beacon is not meeting the EYFS requirements. The number to call ISI with regard to a complaint is: 020 7600 0100, there is also an online form <https://www.isi.net/concerns/>

## 16. Trips

- 16.1. Boys will attend one off-site school trips per year and the School Trips Policy outlines the procedures in place so boys are safe during their trip.
- 16.2. Before each trip, the trip leader will have visited the location and completed a risk assessment. This is uploaded to Evolve (online trip management system) which, if satisfied, is approved by the Educational Visits Coordinator.

## 17. Parental involvement

- 17.1. We firmly believe that the EYFS cannot function without the enduring support of parents.
- 17.2. Parents are invited to parents' evenings in the Autumn and Spring term; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.
- 17.3. Parents are asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.
- 17.4. Parents are asked to complete admission forms, a medical form and complete a brief synopsis about their child to help the school to understand their character and personality. In the first few weeks of term, parents are invited to

an 'At Home' meeting to meet the staff and to learn about the routines in Early Years.

## **18. Transition**

- 18.1. During the Summer term, the Early Years teachers will meet and allocate a boy to their new class for the next academic year. This is based on friendships, academics and birth month.
- 18.2. During the year, Reception and Year 1 teachers will meet the boys during playtimes in order to develop and build trustful relationships.
- 18.3. In the Summer term, the children visit their new classroom at least once without the support of their current practitioners or parents.
- 18.4. In the Summer term, staff will meet with the next year's team to discuss each child's development to support a smooth transition.

## **19. Monitoring and review**

- 19.1. This policy is reviewed annually by the Board of Governors, Academic team, Head of Pre-Prep, Head of EY and the EY staff.
- 19.2. Any changes made to this policy will be communicated to all members of staff.
- 19.3. All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.