

Park End Primary School



Approved By: *D. Jackson*

Date: 14.1.19

Safeguarding

Early Years Foundation Stage Policy

Review Date	Type of Review	Comments	Initials
March 2017	Statutory Review	Update in line with Statutory Framework EYFS	LR
November 2017	Admin	Change of details (Appendix 2)	LR
Jan 2019	Review	Update in line with Government documentation	LR
May 2019	Admin	Additional staff name added	

Park End Early Years Foundation Stage Policy

This policy has been updated in line with the Statutory framework for the Early Years Foundation Stage, effective 20 February 2018.

Introduction.

1. The experience of school is a unique and special time in every child's life and needs to be valued as such.
2. The Early Years Foundation Stage (EYFS) includes children from the age of two in 'Acorns Nursery' to the end of the school year in which they turn five years old. The children in Acorns, Saplings and Reception are part of the EYFS (Early Years Foundation Stage), which is separate from the National Curriculum.
3. Our EYFS is set up to promote and encourage learning through play. Play is an integral part of the curriculum and is a means by which the children can:
 - Relate to the world and practise skills for adult life.
 - Learn how to deal with a variety of emotions within a safe environment.
 - Acquire skills of problem solving and organisation.
 - Develop language and imagination.
 - Acquire social skills and ability to deal with success and failure.
 - Exercise choice and learn decision making.
 - Build confidence through the development of self esteem and self worth.
4. In our EYFS the children experience a wide variety of opportunities and learning situations through a range of exciting and stimulating activities.

Aims of the Foundation Stage at Park End Primary

5. Within our EYFS we aim to:
 - Provide a welcoming setting for the children and their families.
 - Establish positive relationships with parents and children.
 - Build on the child's existing learning and celebrate achievement within a stimulating and challenging environment.
 - Help children to make links in their learning.
 - Value children's interests, providing a balance of adult directed, adult led and child initiated activities.
 - Provide a solid foundation in all areas of learning through well planned, rich and stimulating experiences.
 - Make careful observations in order to support and extend children's learning appropriately.
 - Help children build relationships with their peers and adults and learn to cooperate with each other.
 - Encourage the development of self-respect, respect for others and the world around them.
 - Ensure that all children feel included, secure and valued.

- Understand the need for agreed codes of conduct in order for groups of people to work harmoniously.
- Develop independence and a life long love of learning

Team

6. The staff within the EYFS work closely with both parents and children. The team consists of teachers and teaching assistants who meet weekly for the purpose of joint planning. These weekly meetings also provide the opportunity to discuss individual children's progress and share any relevant information about children.

Environment

7. The layout of the EYFS has been recently developed both inside and outside to ensure that there are numerous opportunities for child initiated learning. Resources are organised to ensure that they are readily accessible and they are of consistently high quality.
8. Children will access all areas of the EYFS, including literacy and numeracy areas, investigation areas, construction areas, role play areas and small world areas. There are also two Outdoor areas that are accessed throughout the sessions, the outdoor reflects all areas of learning.

Learning and Teaching Strategies

9. In planning and guiding children's activities we reflect on the different ways that children learn; playing and exploring, active learning and creating and thinking.
10. Throughout each week the children will access:
 - Whole class activities
 - Small group focus activities
 - Child initiated activities
11. Children are actively encouraged to develop positive attitudes towards their learning and to understand that they have responsibility for it. By providing a wide range of activities and resources we ensure that the variety of learning styles are catered for (visual, auditory, kinaesthetic and tactile).

Behaviour

12. Throughout the school we have high expectations of children's behaviour and this begins from the moment they start in our EYFS. We promote positive behaviour management through verbal praise as well as individual, class and school rewards.
13. We ensure a consistent approach and share this with parents through our behaviour policy. (The school behaviour policy is available on the school website.)

Health and Safety

15. All staff take responsibility for ensuring their own health and safety and that of their colleagues and pupils. Within the framework of learning through play, consideration of safety issues is given at the planning stage and monitored during activities. Risk assessments are in place for equipment and activities and all attempts are made by staff to reduce risk.
16. Children in our EYFS they are taught how to use equipment safely, including playground equipment. We encourage the children to challenge themselves whilst being aware of their safety and the safety of others.
17. If a child complains of being ill then a member of staff with paediatric first aid training will be consulted and, if indicated, the parents will be contacted to collect the child.
18. Every effort is made within the EYFS to prevent the spread of infection through maintaining high standards of personal hygiene and practice, particularly handwashing, as well as maintaining a clean environment. If a member of staff believes a child to have an infectious disease then the parents will be contacted and advised to consult a Doctor. (ref Guidance on Infection Control in Schools and other Childcare settings 2014 Public Health England)
19. If a child requires medicine in school then school procedures will be followed, see medical and medicines policy

Photographs

20. Photographs of children are taken by staff using iPads and cameras only, **never** on mobile phones. Photographs are used within school to form part of each child's progress and learning journey. I pads may be taken on school trips to record the child's experiences outside of school. Parents are only allowed to take photographs at performances and events and we ask that any photographs taken by parents are used for personal use only and not shared on social networking sites. All volunteers are asked to switch off their mobile phones when they enter the school building and not to take any photographs of the children.

Safeguarding

21. The school is committed to safeguarding and promoting the welfare of our children and young people and expect all staff, volunteers and other third parties to share this commitment. The safety of our pupils is our number one priority. Please also see our school Safeguarding Statement and Safeguarding, Child Protection Policy.
22. Staff are permitted to bring personal mobile phones into the EYFS but they are only to be used before and after school and at break times and **never** around children. Staff will keep mobile phones in a locked cupboard/ drawer. Staff

must also ensure that there is nothing inappropriate or illegal on their device. Staff will always password protect their phones.

23. All visitors to the EYFS will enter through the school main entrance and be subject to the checks of all visitors to school.
24. **Staff will not allow a child to leave school with anyone other than those responsible adults (over 16) that have been specified by parents.** Parents are asked to inform the school if a person will be collecting their child who has not attended before and/or is not on the list of people with permission to collect the children. An unfamiliar adult attending will be asked his/her name and the list of specified people checked, there is also a password system in place to further safeguard the children.
25. If a child is not collected from the school, a member of staff will attempt to contact the parent by telephone using their number and any emergency contact numbers for 30 minutes. After that time, the parent support advisor will make a home visit to try to obtain the whereabouts of the parent. If none of these procedures are successful, social services may be contacted.
26. If a child goes missing from the setting then the headteacher, parents and police will be contacted immediately. Every effort will be made to find the child including a thorough search of the premises. Doors and gates will be checked to see if there has been a breach of security. The Local Authority Designated Officer (LADO) will be contacted and a full investigation will be carried out, involving the police and/or social services where necessary.
27. Emergency evacuation procedures (fire/ lock down) will be practised in line with school policy and procedures. Additional personnel (SLT) have been allocated to helping our youngest children evacuate and will immediately proceed to Acorns upon hearing an alarm.

Admissions

Acorns/Saplings Nursery

28. Parents wishing their child to attend our Acorns or Saplings Nursery should put their child's name on the waiting list. Our admission policy is available on the school website.

Reception

29. The admission authority for the school is Middlesbrough Local Authority.
30. When the LA have confirmed that a place has been offered at our school a child is eligible to start full time in our Reception class in September. (Your child will turn five years old between 1st September and 31st August.).

Partnership with parents.

31. "Parents are the children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning." (EYFS 2013)
32. As a school we aim to liaise closely with parents and believe by doing so we can have a positive impact on development and learning. We promote an open door policy whereby parents are welcome to speak to staff before or after school regarding their child's circumstances, progress, interests, skills and needs.
33. Parent will be formally or informally invited into school for events such as assemblies, plays, parents' evenings, parent workshops and 'stay and play' sessions. We actively encourage parents to engage their children in learning at home, in particular; sharing stories, reading school books, practising words and letters, playing board games, sharing conversations, talking about numbers, counting, etc. (Any parent requiring support or further ideas should see a member of staff.) Each child will receive 'home learning' information and when a child is in Reception, (or earlier if the child is ready) they will also be given a reading book.

The EYFS (Early Years Foundation Stage).

34. The EYFS has four themes which are;
 - A unique child
 - Positive relationships
 - Enabling environments
 - Learning and development
35. We are committed to the themes, principles and practice outlined in the EYFS. Through our commitment to these themes, principles and practice we are able to ensure the learning, development and care of each child.

EYFS areas of learning and development

Three Prime Areas

36. There are **three prime areas**;
 - Communication and Language,
 - Physical Development,
 - Personal, Social and Emotional Development

Four specific areas;

37. There are **four specific** areas:-
 - Literacy,
 - Mathematics,
 - Understanding the World,
 - Expressive Arts and Design

Planning

38. Planning remains flexible in order to incorporate children's interests and needs.
39. Planning is informed by assessment and serves to detail the teacher directed, teacher led, and child initiated activities which will take place. There is also phonics planning that informs our daily phonics session.

Assessment, record keeping and reporting

40. We view assessment as a continuous and integral part of our practice. It informs practitioners and parents of individual development and progression through the EYFS and allows them to plan for appropriate learning opportunities.
41. Ongoing assessments are made of each individual child, these include;
 - Formal and informal observations
 - Brief notes of significant moments
 - Individual tracking of each child through the ages and stages of the EYFS and Early Learning Goals.
 - Discussions with children, staff, parents and other professionals e.g. speech and language therapist
 - Photographs/video
 - Individual records
 - Annotated pieces of work
 - Detailed individual phonic records
42. Children's attainment and progress is formally reported to parents in a written report at various stages. A progress check will be written when the child is between two and three. A written report will also be provided the term before the child starts full time school and during the Spring term of Reception.

The Early Years Foundation Stage Profile

43. The Foundation Stage Profile (EYFSP) is a statutory requirement which is completed and reported on at the end of Reception. Parents will be informed if their child has reached a 'Good Level of Development', if their child is working towards this, or has exceeded this 'Good Level of Development'.

Inclusion

44. Meeting the individual needs of all children lies at the heart of our foundation stage practice.

Equal opportunities

45. It is the responsibility of all teachers to ensure that all pupils irrespective of gender, ability, ethnicity and social circumstances have access to the whole curriculum and make the greatest possible progress.

46. We ensure this in various ways including:
- Valuing every child.
 - Treating each child as an individual.
 - Using resources that positively reflect diversity.
 - Using a wide range of teaching strategies, based on children's learning needs and styles.
 - Planning opportunities that build on and extend children's knowledge, experience and interests, and develop their self esteem and confidence.
 - Planning challenging opportunities for more able children.
 - Facilitating equal access to activities by all children.
 - Encouraging children to recognise their own unique qualities and the characteristics they share with other children.
 - Recognising and praising effort as well as achievement so that all children develop positive attitudes to themselves as learners.
 - Monitoring children's progress and taking action to provide support when necessary.

Special educational needs

47. As a school we have systems in place to ensure that we meet the needs of children with special educational needs. Close and regular cooperation with parents is a priority for these children. We liaise regularly with outside agencies such as speech and language therapists, inclusion support, play therapist etc. As part of this liaison we ensure that we maintain records suitable for sharing with colleagues in an inter-agency team while acting as a point of contact for a child and their family.
48. As a school we ensure that we adhere to the Special Needs Code of Practice (2015). We register initial concern about a child with their parent and the SENDCo. A child will be added to the Special Needs Register following a period of intervention and with full support of their parent. (Please see SEN/Inclusion policy on the school website)

English as an additional language

49. As a school we value linguistic diversity and support children with English as an additional language as appropriate. We aim to:
- Provide a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
 - Communicate through gesture, sign, facial expression and using visual support such as pictures and puppets.
 - Ensure that children show respect for each others home language.
 - Provide EAL/bi-lingual support when available.
 - Provide a visual environment supported through signs and gestures.

Transition.

50. We endeavour to make all transition as smooth, positive and effective as possible.

Starting our Nursery (Acorns/ Saplings)

51. When children start our nursery:-

- Parents receive a letter offering a place for their child and inviting them to accept that place.
- A start date is given for that child.
- The child and parent will meet their 'key person', the adult that will develop a close relationship with child and ensure that every child's care is tailored to meet their individual needs.
- The parent stays for the first session. The child then begins to attend each session. We maintain a flexible approach where parents are welcome to stay to help settle their child, the length of the child's session can gradually be increased.

Starting full time school

52. When children start full time school:-

- Parents receive a letter offering a place for their child and inviting them to a New Starters Meeting
- This meeting is an opportunity for parents to meet Reception staff and gain more information about the transition into full time school.

Transition to Year One

53. Transition to Year One builds upon and extends the experiences children have had in our EYFS. There continues to be opportunities for child initiated and independent learning. This ensures that children remain motivated, enthused and eager learners.

54. In order to achieve effective transition we establish a shared understanding of the principles of the Foundation Stage and transfer these into Year One practice. We promote continuity in learning by ensuring that Year One teachers are aware of children's achievement and can implement the next steps in their learning. Reception and Y1 teachers meet to discuss children, their records and achievements and their needs. We introduce the children to their new teachers and enable them to spend some time in their new class.

Appendix 1

Designated Safeguarding Leads

School Contact Names	
Designated Safeguarding Lead (DSL)	Lianne Richardson (Assistant Head)
Deputy Designated Safeguarding Leads (Deputy DSL)	Bitoo Kumar (Safeguarding and Pastoral Officer) Noreen Walker (Parent Support Advisor) K. Rennison (Assistant Head/ SENDCo)
Prevent Lead	Janet Wainwright (School Business Manager)
Designated Practitioner with responsibility for safeguarding in early years	Lianne Richardson
Headteacher	Julia Rodwell
Chair of governors	David Jackson
Named governor with responsibility for safeguarding	David Jackson
Local Authority (LA) Contact	
Our school follows the safeguarding protocols and procedures of our geographical local authority	Middlesbrough LA Middlesbrough Children Safeguarding Board www.middlesbrough.gov.uk
The Local Authority Designated Officer for child protection (LADO)	Lyn Griffiths 01642 726004 (LADO) Jane Kochanowski 354451 (deputy LADO)
Local Authority children's social care referral team – First contact	01642 726004 Middlesbrough Wellbeing, Care and Learning Dept Vancouver House, Gurney Street, TS1 9FU
First contact out of hours	08702 402994
Where there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anyone can make a referral.	
Specific Contacts – neighbourhood specific	
Police Emergency	999
Police Non Emergency	01642 326326
Operation Encompass (police DV)	www.operationencompass.org
PREVENT – Channel	Geoff Lillystone 01642 303397
Location of Local Authority safeguarding and child protection documents in school	
School Specific Safeguarding Policy	Shared Drive – policies. Headteachers Office – safeguarding file
Local Authority Documentation including referral forms	Middlesbrough Children Safeguarding Board www.middlesbrough.gov.uk
National Contacts	
NSPCC Help Line	0808 800 5000 help@nspcc.org.uk
Child Line	0800 1111 www.childline.org.uk

Appendix 2

Relevant Policies, Guidelines and Documentation

National Policies, Guidance and Documentation

Keeping Children Safe in Education:

Statutory Guidance for schools and colleges (DFE) 2018

This document sets out the responsibilities placed on schools and colleges to safeguard and promote the welfare of children

What to do if you're worried a child is being abused: advice for practitioners March 2015 (DFE)

This is guidance to help practitioners identify the signs of child abuse and neglect and understand what action to take

Working together to safeguard children (DFE 2018)

This document applies to organisations and professionals who provide services to children

Prevent Duty – guidance for England and Wales

This is guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter Terrorism and Security Act 2015 to have due regard to the needs to prevent people from being drawn into terrorism.

School Policies, Guidance and Documentation

Accessibility and Equality Policy
Annual Safeguarding Report to the Governing Body (Statutory)
Anti-bullying policy
Attendance Register (Statutory)
Central Register of Recruitment and Vetting (Statutory)
Charging and remissions Policy
Complaints Procedure (Statutory)
Behaviour Policy
Data Protection Policy
DBS Policy
Drug Policy
Educational Visits Policy
E safety Policy
GDPR Policy
Medical and medicines policy
Health and Safety Policy
Home School Agreement (Statutory)
Intimate Care Policy
Induction Policy
Managing Attendance Policy
Mini Bus Policy
Peer on Peer Abuse Policy and Procedure
Positive Handling Policy

Procedure for Dealing with allegations of abuse against staff (Statutory)
Safeguarding: Child Protection Policy
School Prospectus
Social Networking Policy
Staff Code of Conduct
Risk Assessments
Prevent Guidance for Parents (Leaflet)
Recruitment and Selection Policy
School Website
Special Educational Needs Policy (Statutory)
Staff Code of Conduct (Statutory)
Staff Discipline, Conduct and Grievance Policy (Statutory)
Teaching and Learning Policy
Volunteers Policy
Whistle Blowing Policy