



**HANDALE PRIMARY SCHOOL**

**EARLY YEARS POLICY 2021-2023**

## Handale Primary School Early Years Foundation Stage Policy

***“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”***

At Handale Primary School we are committed to providing a high quality early year’s education which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. This is achieved by developing children’s interests which influence the flow of our curriculum and supports children’s own choices and allows them to be individuals. Skilful practitioners scaffold children’s learning enabling them to develop along their own unique learning journey. Practitioners work closely with parents/carers to ensure that all children fulfil their potential.

We believe:

*“Learning is your students’ journey. Let them navigate. Push them to explore. Watch them discover. Encourage their questions. Allow them to struggle. Support their thinking. Let them fly!”* Krissy Venosdale

When parents and carers choose Handale Primary, we want them to be confident that we will keep their children safe and help them to thrive.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, most children join us for their pre-nursery experience, complete their nursery experience and then enter full time schooling in September of the year in which they are five.

### **Aims:**

Our Foundation Stage aims to:

- Create a happy, caring, secure and fun environment for all children
- Encourage confidence, independence and a desire to learn
- Focus on the development of every child as an individual, valuing and building on their previous experiences and responding to their individual needs
- Work in partnership with parents and carers
- Develop in children an enquiring mind, an interest in learning and an enthusiasm for the next stage of their school life
- Provide good foundations for later learning
- Encourage good social relationships, developing self-esteem and respect for others

At Handale Primary School we are committed to underpinning our provision with the four themes of the Early Years Foundation Stage in our Pre-Nursery, Nursery and Reception classes.

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

### **A Unique Child:**

At Handale Primary, we recognise that children learn and develop in different ways and at different rates and this is reflected in our provision.

Children are treated fairly regardless of race, religion, gender or abilities. We welcome all children and families into our setting so that they feel included, safe and valued.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that 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;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. At our school we believe children have the right to feel safe and the responsibility to be kind and caring to each other.

The ability to self-regulate is threaded through and developed through our curriculum. We encourage children to:

- focus their thinking
- monitor what they are doing and adapt
- regulate strong feelings
- be patient for what they want
- bounce back when things are difficult

### **Positive Relationships:**

We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. Parents and carers are the children's first educators and we are committed to working in close partnership with them in order to enable each child to achieve his/her potential. We highly value the contribution that parents and carers make and seek to maintain an effective partnership between home and school by:

- Demonstrating that we value and respect the role of the parents/carers as the first educators by listening to accounts of their child's development and any concerns and aspirations they have.
- Ensuring that parents and carers are provided with detailed information prior to admissions enabling them to feel confident about the transition process.
- Ensuring arrangements for settling in are flexible enough to give time for children to become secure and for practitioners and parents to discuss children's circumstances, interests, skills and needs.
- Demonstrating that we value linguistic diversity and provide opportunities for children to develop and use their home language in play and learning.

- Welcoming parents and carers into the classroom to support and enrich the learning opportunities provided.
- Ensuring parents and carers are kept well informed about the curriculum and school life.
- Offering parents regular opportunities to talk about their child's progress and allowing free access to their children's 'Early Year books'.
- Providing space in the child's 'Early Years Book' for parents to leave comments relating to the children's achievements.
- Arranging a range of activities throughout the year that encourage collaboration between children, Pre-Nursery, Nursery and Reception and parents and carers, e.g. open mornings, fund raising days, themed activity days etc.
- Sharing information regarding a child's progress and achievements and how parents and carers can support the next stage of learning.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. In our Pre-Nursery and Nursery each member of staff acts as a 'key person' to a small group of children. This helps to create positive relationships and a feeling of belonging and security for the children and their families. In our reception class the EYFS teacher acts as 'key person' for the class and is supported by teaching assistants.

### Enabling Environments:

We recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

The EYFS learning environment is 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 environment is set up in learning areas, where children are able to find and locate equipment and resources independently. The Foundation Stage has an outdoor area; this has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant.

We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

### Learning and Development:

We recognise that children learn and develop in different ways and at different rates. The characteristics of effective teaching and learning, **(Playing and Exploring – engagement; Active Learning – motivation; Creating and Thinking Critically – thinking)** support the child to become a motivated and effective learner. Children will **'Play and Explore'** and 'have a go' at using all available resources developing their experiences. Children will develop resilience and enjoy achievements through **'Active Learning'** and will make links, explore their ideas and strategies for problem solving through **'Creating and Thinking Critically'**. Practitioners support the children in developing all these characteristics through playing alongside children and, where necessary, scaffolding and supporting their thoughts.

We value all areas of learning and development equally and understand that they are inter connected.

Features of effective teaching and learning in our EYFS are:

- The partnership between staff and parents, so that our children feel secure at school and develop a sense of well-being and achievement;

- The understanding that staff have of how children develop and learn, and how this affects their teaching;
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- The carefully planned Early Years curriculum that indicates all the stages a child needs to go through in each area of learning. Within the curriculum are 'Observation Checkpoints' which ensure that all children are making appropriate progress. This allows us to work with children who are not, to ensure no child is left behind.
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- The identification of the progress and future learning needs of children through observations, which are shared with parents and carers.

### Areas of Learning:

There are seven areas of 'Learning and Development', which are interconnected. Three areas (Prime Areas) are crucial to develop lifelong learning and to help children form relationships.

- **Communication and Language** – children's spoken language underpins all seven areas of learning and development. Children have opportunities to speak and listen in a range of situations and experience a rich language environment
- **Personal, Social and Emotional Development** – this is crucial for children to lead healthy and happy lives and is fundamental for their cognitive development. Children develop confidence and self-esteem, learn how to manage feelings and respect others
- **Physical Development** – this is vital in allowing children to pursue happy, healthy and active lives. Children have opportunities to be active and develop coordination (both gross and fine motor)

The Prime areas are strengthened and applied through four specific areas:

- **Literacy** – involves children learning how letters link to the sounds and begin to read and write
- **Mathematics** – children have opportunities to develop counting and calculation skills, to use numbers in everyday activities and recognise and describe pattern, shape, space and measures
- **Understanding the World** – children have opportunities to find out about people and communities, the environment and technology
- **Expressive Arts and Design** – involves exploring feelings and ideas through music, dance, role-play and design.

### Learning Through Play:

*"Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems."*

At Handale Primary School we recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.

Practitioners provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage children in practical, first-hand experiences, which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skill and level of understanding.

In providing these active learning opportunities through play we understand the central position of play within the EYFS Framework. This is essentially a play-based curriculum and pedagogy as the provision of play opportunities underpins its delivery within our setting.

### **Observation, Assessment and Planning:**

Planning within the EYFS is based around observations, books and children's interests. The EYFS teachers use these plans as a guide for weekly planning; however, the teachers may alter these in response to the needs (achievements and interests) of the children.

Ongoing assessment is an integral part of the learning and development process. We make regular assessments of children's learning and use this information to ensure that future planning reflects identified needs. Evidence in our setting is both physical and verbal. We document successful learning, mapped from our curriculum in our Early Years Books. We record learning and progress through our planning and assessment, which maps out curriculum intent and indicators of success. All adults and children can evidence learning and development through appropriate learning conversations. It is an inclusive process. In our school we believe children have the right to learn and the responsibility to try hard in school.

Through careful planning we aim to:

- Provide a carefully structured curriculum, building on and extending children's knowledge, experiences, interests and skills.
- Provide a wide range of well planned, purposeful, challenging activities that utilise the children's interests and previous knowledge
- Support and develop children's involvement and concentration in order for them to learn effectively
- Present activities in many ways and use a range of teaching strategies
- Develop self-esteem and confidence in their ability to learn
- Provide a safe and secure learning environment, where each child is valued and where racial, religious and gender stereotypes are challenged.
- Monitor children's progress, identifying areas of concern and taking action to provide support.
- Give opportunities for self-assessment and reflection

The 2 Year Old Progress Check is an assessment completed half-way through a child's time in pre-nursery. This is completed by the Key Person and the Parents/Carers together.

The EYFS Profile is the national, statutory assessment tool against which teachers record their observation of all children's progress towards the Early learning Goals. This assessment is completed at the end of the summer term in Reception.

### **Safeguarding and Welfare requirements in Early Years:**

From the Statutory Framework for the Early Year Foundation Stage (2021) we have responsibility to meet the following:

- Have and implement a policy, and procedures to safeguard children.

- Have a Designated Safeguarding Lead (DSL) who will liaise with Local Safeguarding Partners (LSP).
- Understand the safeguarding policy and procedures. Complete training and have up to date knowledge of safeguarding issues.
- Have regard for the statutory documentation 'Working Together to Safeguard Children', 'Prevent duty guidance for England and Wales', 'Keeping Children Safe in Education' and 'Safeguarding children and protecting professionals in early years settings: online safety considerations'.
- Keep children safe and promote their welfare including online safety.
- Be alert to any safeguarding and child protection issues in the child's life at home or elsewhere (paragraph 3.6 EYFS)
- Take action to protect children from harm and be alert to harmful behaviour by other adults in the child's life.
- Focus on children's personal, social and emotional development
- Ensure children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes (in an age appropriate way)

#### **To do this practitioners will:**

- Listen to children
- Share appropriate information with parents
- Listen to parents
- Report concerns via Cjoms
- Challenge negative behaviour
- Focus on what children need
- Support children's Personal, social and emotional development by helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

#### **RRSA:**

The Early Years Framework will incorporate opportunities to develop understanding of the Rights Respecting Schools Award (RRSA). These will be identified on the planning for Early Years. Due to the nature of Early Years, numerous articles from UNICEF's Rights Respecting Articles are embedded within our practise. Examples of this would be: Article 3 'Best interests of the child', Article 12 'Respect for the views of the child', Article 13 'Freedom of expression', Article 28 'Right to education' and Article 31 'Leisure, play and culture'.

#### **Welfare Arrangements:**

At Handale Primary, we recognise our responsibility for promoting the welfare of our youngest children.

- All adults with access to our children will receive the appropriate level of DBS checking.
- All volunteers submit a written request to work as a volunteer and this is considered by the Chair of Governors and Headteacher. All volunteers receive a volunteer agreement which they are required to sign. At Handale primary School volunteers are also asked to complete a DBS check.
- All staff employed by the school will undertake regular Child Protection training and are expected to follow the school guidance in following up a cause for concern.
- Staffing will be organised to ensure the safety of the children.
- All staff will be trained to the level appropriate to responsibility.
- First aid will only be administered by trained personnel. Procedures are in place to inform parents/carers of accidents involving their child.
- Procedures are in place to ensure security of children and the safe release of children into the care of individuals named by the parent/carer.

- As a healthy school, there is a focus on emotional well-being, healthy eating, oral health and physical activity. Good health will be promoted and appropriate action will be taken when children are ill.
- Routines are in place to support children's growing understanding of personal hygiene.
- Children's behaviour is managed effectively through the use of a whole school system, which is adapted to the stage and development of individual needs.
- Risk assessments will be undertaken and reviewed regularly.
- Premises, furniture and equipment will be regularly checked and repaired, washed etc as required.
- Records, policies and procedures required for the safe efficient management of the setting will be maintained.
- Policy documents will be available for parents and carers.

### **Safeguarding and Promoting Children's Welfare:**

Please see Handale Primary School policies on Safeguarding, Health, Safety and Welfare and the Educational visits policy.

### **Safeguarding and Welfare Requirements:**

#### **Administering Medicines:**

Please see school policy on administering medicines. In addition, within the EYFS:

- Nominated staff at Handale Primary School are authorised to administer prescription medicines to children should this be necessary.
- The administration of prescription medicines is only permissible once the appropriate authorisation form has been completed in full by parent/carer
- Application of nappy cream – if it is essential to apply nappy cream to children in our pre-nursery room this can be done by our practitioners providing the permissions form is completed. These creams do not have to be prescribed but must be provided by parents/carers.

#### **Sun Protection:**

- Staff to model good sun protective practices, e.g. wear sunscreen, protective clothing, hats and sunglasses and seek shade during peak UV times.
- Ensure sun hats and t-shirts are available for children if appropriate.
- Ensure parents apply sunscreen before arrival at the setting and seek permission to apply sun cream at regular intervals
- Children will be encouraged to drink plenty of water during hot days.
- Display educational material on sun protection and offer parents information.

#### **Nappy Changing and Toileting:**

No child will be excluded from participating in our setting who may, for any reason not yet be toilet trained and who may still be wearing nappies or equivalent. We will work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time. We make necessary adjustments to our toileting provision and hygiene practice in order to accommodate children who are not yet toilet trained.

- Key person to undertake changing young children if possible
- Children will be changed as soon as is practically possible when nappies are wet and/or soiled
- Key person to ensure nappy changing is relaxed and a time to promote independence in young children.
- Gloves and aprons are to be put on before changing starts and the area prepared.
- All staff are familiar with hygiene procedures and carry these out when changing nappies.

As a child moves from nappies to being fully toilet trained, the parent and key person will meet and agree how best they can work together to support and assist the child during these early stages.

- Children access the toilet when they have a need to and are encouraged to eventually be independent.
- Staff members only assist children to use the toilet when it is necessary and appropriate
- Children are encouraged to wash their hands after visiting the toilet.
- Children who are fully toilet trained are encouraged to use toilet paper to wipe themselves and flush the toilet.

#### **Accident Procedure:**

Please see school policy on accident procedures within the Health and Safety Policy. In addition, within the EYFS:

- A first aid box is available and accessible (for adults only) at all times within EYFS.
- A written record of any accident is completed by a member of staff and discussed with the parent/carer.
- Handale Primary School will notify Ofsted in case of serious injury, illness or accident whilst children are in our care.
- In case of an emergency school policy will be followed.

#### **Emergency Evacuation Procedure:**

Please see school policy on emergency evacuation procedures. In addition, within the EYFS:

- All EYFS children will leave through the emergency evacuation door based in the Pre-Nursery room.
- Evacuation route identified in all EYFS rooms.
- A member of staff will carry the bag containing medication needed by all EYFS children.

#### **Illness and Infectious Diseases:**

Please see school policy on administering medicines. In addition, within the EYFS:

- Children who become unwell during the day will be comforted whilst parents/carers are being contacted.
- To reduce the chance of a spread of illness such as gastroenteritis, a child who has vomited or had two cases of diarrhoea will be sent home for the setting. The child will not be able to attend the setting for at least 48 hours after the vomiting and/or diarrhoea has ceased.

#### **Failure to Collect a Child:**

Please see school policies on Safeguarding and Welfare of Children. In addition, within the EYFS:

- In the event of a child not being collected at the end of a session the parent/carer/named person will be contacted. An experienced member of staff who is known to the child will care for the child until the above persons arrive.

#### **Missing or Lost Child:**

Please see school policies on Safeguarding and Welfare of Children. In addition, within the EYFS:

- Children should never be allowed to open the main entry doors
- Make sure all external exits are secure
- Make sure gate to outdoor area is secure and safe
- The strict procedures of collecting children by parents and carers should always be followed.

#### **Complaints Procedure:**

Please see school policy on complaints procedures. In addition, within the EYFS:

- Any complaint received by a parent/carer will be recorded and logged. Any actions taken will be discussed and feedback to the parent/carer.

### **Behaviour Management:**

Please see school policy on behaviour management. In addition, within the EYFS:

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them to do this.
- Common inconsiderate or hurtful behaviours of young children can include tantrums, biting or fighting. Staff will remain calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- We work in partnership with parents. Parents are regularly informed about their children's behaviours by their key person. We work with parents to address recurring inconsiderate behaviours, using our observation records to help understand the cause and to jointly decide how to respond appropriately.
- We acknowledge considerate behaviours such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our setting, so that they feel valued and welcomed.

### **Equality of Opportunities:**

Please see school policy on equal opportunities. In addition, within the EYFS:

- EYFS staff implement the SEN Code of Practice
- Follow legal responsibilities under the Equality Act 2010.

### **Use of Mobile Phones and Cameras:**

Please see school policies on safeguarding and welfare of children. In addition, within the EYFS:

- Personal mobile phones belonging to members of staff are not used on the premises when children are present.
- Members of staff will not use their mobile phones to take photographs of children.
- If members of staff take their own phones on outings, for use in case of emergency, they must not make or receive personal calls.
- Parents or visitors are requested not to use their personal mobile phones for taking photographs of children.
- We ask parents for permission to use photographs/video of their children for the purpose of displays, school website and publicity.
- Only photographs taken by staff with a setting camera, iPad or video camera will be used in the setting, newsletter, publicity or school website.
- Memory cards and cameras remain on the premises when they are not in use.
- Parents/Carers give written permission for their children's photographs to appear in other children's Early Years Books.

### **Food and Drink:**

Handale Primary School regards snack and meal times as an important part of the setting's session/day. Eating represents a social time for children and adults and helps children to learn about healthy eating. In addition, within the EYFS:

- Before children start our setting, we find out from parents their children's dietary needs and preferences, including allergies.
- We record information about each child's dietary needs in his/her personal records.
- We organise snack times so that there are social occasions in which children and staff participate.
- We use snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their culture.
- We have fresh drinking water available for children at all times and we inform children that they can ask for water at any time during the session.
- All EYFS staff to complete a 'Food Hygiene' certificate
- We will notify Ofsted on any food poisoning affecting two or more children looked after on the premises.

### **Health and Safety:**

Please see school policy on health and safety. In addition, within the EYFS:

- Daily risk assessments will be carried by practitioners.
- At Handale Primary School we acknowledge that minor bumps, trips, falls, bruises and scrapes are part of a young child's life. We will expose children to an acceptable level of risk while protecting them from serious or lasting harm as they learn to adapt to more challenging environments.
- Adults will not have any hot food or drinks in the setting whilst children are present.

### **No Smoking/Vaping Policy:**

Please see school policy regarding no smoking/vaping on or around the school premises.

### **Risk Assessments:**

Please see school policies on Safeguarding and Welfare of Children. In addition, within the EYFS:

- Daily risk assessment checklists – identifying any possible hazards both indoors and outdoors, check to identify any resources that need washing or repairing
- Resources are cleaned on a regular basis
- Termly check to re-stock first aid box and to make sure all toys are thoroughly checked and are safe to continue to use
- Written risk assessments are completed on areas of play

### **Checking the Identity of Visitors:**

Please see school policies on safeguarding and Welfare of Children. In addition, within the EYFS:

- Checks regarding the child's birth certificate are made with the parent
- All visitors must sign in at the office and receive a visitor's badge
- No unauthorised adult will be allowed in any early years room without prior notice and the head teacher must give permission

### **Key Person:**

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting. Handale EYFS will:

- In pre-nursery and nursery every member of staff will be assigned as a key person to a small group of children. In the reception class the teacher will act as key person to the children.

- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.
- The key person will work with the parent to ascertain the children's interests and particular activities that they enjoy
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. A discussion between key person and parent will ensure that an acceptable approach can be delivered for the child.
- When parents leave we ask them to say goodbye to their child and explain that they will be coming back and when.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.

### **Settling in:**

At Handale Primary school we recognise the importance of children's need to feel safe and happy. We want them to feel secure and comfortable within our early years setting and to have good positive relationships with staff. We also strive to build positive relationships with parents/carers as it is vital that we work together to ensure children settle quickly and easily in order to get the best possible experience of their time in EYFS.

To achieve this, practitioners will:

- Conduct a welcome introductory meeting to find out more about the child and their family with the allocated key person/class teacher.
- Provide welcoming visits to look around our Early years setting.
- Offer home visits to meet children and families in an environment that is familiar to them.
- Understand the individual needs of the child and their family.
- Recognise that each child is unique and where some children may settle quickly, other children may take longer and will work at a pace suited to them.
- Offer support and reassurance to parents who are concerned their child has not settled as quickly as they had expected.
- Encourage parents, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences.
- Review the allocated key person if the child is forming a good relationship with another member of staff to ensure the child's needs are supported.
- Organise transitions between each class so that children continue to feel safe and happy throughout their journey through the EYFS.

### **Outings and Visits:**

Please see school policies on Safeguarding and Welfare of Children, plus School Visits/Trips. In addition, within the EYFS:

- EYFS staff obtain written permission for children to take part in outings
- EYFS staff take essential records and equipment on outings, e.g. first aid kit, a mobile phone
- Records are kept by admin within school about the vehicles in which children are transported
- Children's safety is our number one priority whilst on outings
- Risk assessments will be carried out prior to an outing

### **Information and Records:**

Within EYFS we keep two kinds of records on children attending our setting.

- **Developmental Records** – these include observations of children, photographs, samples of children's work and developmental reports and assessments.
- Parents are free to look at these records at a time that suits them.
- **Personal Records** – these include registration forms, consent forms, specific information regarding children and their needs, contact information and any developmental concerns. These records are kept in a lockable cupboard and kept secure by the Early Years staff.
- Parents have access to all records on their child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs.

### Special Educational Needs:

Please see school policy on SEN and equal opportunities. In addition, within the EYFS:

- At Handale Primary School we welcome all children into our setting. We recognise that we need to consider the individual needs of children when planning our curriculum and we aim to provide a curriculum, which is accessible to the individual needs of all our children.
- We will discuss with parents any concerns and/or issues and involve them in all decisions about their child.
- We will seek advice and support from the Early Years Coordinator, reception teacher, SENDCO and head teacher involving parents at all times.
- We use 'Handale EY Curriculum' and 'Observation Checkpoints' as guides to assist in observation, assessment and planning. Using these guides enables practitioners to plan an accurate and tailored curriculum for each child in our care.

### Safe Recruitment:

Please see school policy on safe recruitment within the Safeguarding and Welfare of Children Policies.

### Alcohol/other Substances:

When working directly with children, foundation stage staff must not be under the influence of alcohol or any other substance, which may affect their ability to care for children

### GDPR (Effective from May 2018)

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the [General Data Protection Regulation \(GDPR\)](#) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the [Data Protection Bill](#). This applies to all personal data, regardless of whether it is in paper or electronic format. For more information see our Data Protection Policy and Privacy Notices.

Carole Lister  
September 2021

All quotations included in this document are taken from the Statutory Framework for the Early Years Foundation Stage 2021.

Signed *Carole Lister*

Early Years Subject Leader

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Headteacher

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Chair of Governors

Next review date: September 2023