

Changes are in yellow

St Agnes CE Primary School

EYFS Policy and Procedures

Approved by: Standards and Curriculum Committee **Date** July 2022

Last reviewed on:

Next review due by: July 2023

Aim

For the children:

Our Policies are written first and foremost with the children's safety, health and well-being in mind. Having written procedures, which have been read and agreed by all staff means that everybody is following the same guidelines for issues that really matter such as Safeguarding, Equal Opportunities and Risk Assessments.

For the Staff:

All staff have read and agree to abide by all of our Policies and Procedures when working in the EYFS. Some have been written because we have a legal requirement to follow certain guidelines particularly with the Health, Safety and Well-being of children. Some have been written so that we are all following the agreed guidelines as a team and some are written to protect our staff from situations that may jeopardise their own safety.

For the Parents and carers:

As you know, you are our partners in your child's education and it is your right to have access to all of our policies and procedures so that you know exactly how our provision runs and for your peace of mind—knowing that your child's safety, health and well-being is our first priority and how we ensure it stays that way.

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. At St Agnes Primary School, the children join us, full time in the Nursery after a period of staggered entry.

If you have any questions after reading our policies and procedures, you can ask to speak to the following staff members.

Mrs R. McCutcheon, Early Years Assistant Head Teacher

Ms. S. Lynton, Deputy Head Teacher

Link School Governor for EYFS

Mr S. Uddin, Head Teacher

Parents as Partners

At St Agnes CE Primary we recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- **Talking to parents about their child before their child starts in our school through the process of home visits.**
- **Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school.**
- **Operating an open door policy for parents to learn alongside their child every day in both the Reception and Nursery Units.**
- **Sharing regularly the children's 'Learning Journey' with parents and valuing the ongoing contributions with regards to the children's next steps from the parents.**
- **Offering parent/teacher consultation time during VIP day events as well as half termly targets (whichever suits their circumstances).**
- **Sending a report on their child's attainment and progress at the end of their time in the Foundation stage.**
- **Developing a range of activities days throughout the year that encourage collaboration between child, school and parents:**

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.

We have very strong links with various feeder Pre-schools and Childminders. The Foundation Stage staff meet with providers and other agencies to discuss each individual child and their transition process into school.

An Enabling Environment

At St Agnes CE Primary School 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.

Observation, Assessment and Planning on Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. The staff use the children's interests to plan for themes for which the staff draw up medium term plans. In addition to this the children lead the short term activity planning on a day to day basis. This fostering of the children's interests develops a high level of motivation for the children's learning.

The Planning objectives within the Foundation Stage are from the supporting document, 'Development matters (July 2021)'. This is a non-statutory document but is used to support consistency across the Early Years department. These objectives are used in conjunction with the 'Educational Programmes of Study' to ensure the children have a broad and balanced curriculum. We also use the 'Statutory framework for the Early Years Foundation Stage' and the 'Early Years Foundation Stage Profile Handbook' as statutory documents that form the basis of our practice. From September 2021 these became the updated version of the previous Early Years Foundation Stage Framework. We make regular assessments of children's learning using this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. At the end of their foundation 2 year in school the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

The Learning Environment

The Nursery and Reception Units are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc. Both the Nursery and Reception share their outdoor classroom area. The free flow between the inside and the outside 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, which is an important factor when planning for active learners. The children can explore, use their senses and be physically active and exuberant.

Learning and Development

There are seven areas of learning and development that must shape educational provision in our Early Years settings.

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

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

We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

**“Children’s play reflects their wide ranging and varied interests and preoccupations.
In their play children learn at their highest level.”**

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

At St Agnes CE Primary School, we believe that ‘Every Child Matters’ and we feel passionately that it is every child's right to grow up, staying safe, keeping healthy, enjoying and achieving, making a positive contribution and developing skills for the future. The learning environments which we develop in both the Nursery and Reception Units are based with this at the forefront of our minds.

The Early Years are some of the most informative and important of an individual's development - the foundation upon which children build the rest of their learning lives, not simply a preparation for the next stage of education. This is why we also monitor children's Characteristics of learning to inform us of the current style of learning a child favours. By monitoring these skills we are able to support children to become lifelong learners through encouraging the development of playing and exploring, active learning and creative and critical thinking.

Children entering the Reception Year (the final year of the Early Years Foundation Stage) have the opportunity to experience a secure, happy environment in which they know they are valued as individuals and are given the independence to work confidently as they enter Year One. As we place high value on establishing the firm foundations needed for lifelong learning.

At St Agnes CE Primary we know that Early Years learning should start from what the children already know and we acknowledge that there is potential in all children which must be accessed through the activities in which they are engaged. Expectations should be realistic as well as challenging to each individual.

At St Agnes CE Primary every child is valued as a unique individual – a competent learner who can be resilient, capable, confident and self-assured. Teaching and learning are based on the understanding that children develop at different rates. Their attitudes and dispositions to learning are influenced by feedback from others, so praise and encouragement, as well as celebration and reward, for all individuals, whatever their rate of learning, supports and encourages the development of a positive attitude to learning.

EYFS Safeguarding Policy

At St Agnes Safeguarding and promoting the welfare of children and young people go beyond basic child protection procedures. It is an integral part of all activities and functions of the Nursery Under 'The Education Act, 2002' and we have a duty to safeguard and promote the welfare of our children and in accordance with 'Keeping children Safe in Education, 2020 and Working Together to Safeguard Children, 2018' and Manchester Safeguarding Children's Board Safeguarding Procedures. We strive to maintain our commitment to safeguarding children.

'All those who come into contact with children and families in their everyday work, including practitioners who do not have a specific role in relation to safeguarding children, have a duty to safeguard and promote the welfare of children'

What to do if you are worried a child is being abused?

All staff have attend Child Protection Training at the start of the academic year, which will be refreshed every two years enabling them to identify, understand and respond appropriately to signs of abuse and neglect as described in the Statutory Framework for The Early Years Foundation Stage, 2021.

**Paragraph 3.6 Statutory Framework for The Early Years Foundation Stage:
Published April 2021.**

These may include:

- significant changes in children's behaviour
- deterioration in children's general well-being
- unexplained bruising, marks or signs of possible abuse or neglect
- children's comments which give cause for concern
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home
- or that a girl may have been subjected to (or is at risk of) female genital mutilation
- inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example: inappropriate sexual comments;
- excessive one-to-one attention beyond the requirements of their usual role and

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- responsibilities;
- or inappropriate sharing of images

Welfare of Our EYFS Children

It is important to us that all children in the school 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 also need to be taught how to recognise and avoid hazards.

“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.”

Statutory Framework for The Early Years Foundation Stage: Published September 2021

In St Agnes CE Early Years, we understand that we are legally required to comply with certain welfare requirements as stated in the **Statutory Framework for Early Years Foundation Stage (2021)**.

Therefore, at St Agnes CE Early Years we:

- Promote the welfare of children
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children

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- Be alert to any issues for concern in the child's life at home or elsewhere

St Agnes CE Early Years will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them. We understand that this may mean contacting local children's social care services and in emergencies, including the Police.

We understand that we must inform OFSTED of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

Suitable People

St Agnes CE Early Years ensures that people looking after children are suitable to fulfil the requirements of their roles. We have effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children (including those living or working on the premises are suitable. We do not allow people whose suitability has not been checked by DBS to have any unsupervised contact with children being cared for. This includes both paid and unpaid employees/volunteers.

The Provision's recruitment and selection policies and processes adhere to the DCSF guidance set out in OFSTED's Inspecting safeguarding in Early Years, education and skills settings, which was updated in September 2019.

All staff are familiar with the requirements in The Department for Education's (DfE) statutory guidance for schools and colleges, 'Keeping children safe in education', which came into force in September 2018 and was updated on 31 May 2022. Which sets out the responsibilities placed on St Agnes Early Years Provision when ensuring the children's safety whilst in the setting.

The provision follows the procedures recommended by the Manchester Safeguarding Children's Board when dealing with allegations made against staff and volunteers. All allegations will be dealt with quickly and fairly, maintaining effective support for both the children and staff.

Complaints or Concerns made by pupils, staff or volunteers

Any concern or expression of disquiet made by a child will be listened to seriously and acted upon

as quickly as possible to safeguard his or her welfare.

We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

Keeping Records and being GDPR compliant

At St Agnes CE Primary we ensure that we are compliant with the latest data regulations and in line with GDPR. We have a designated Data Protection Officer via Global Policing – shane@globalpolicing.co.uk

Please refer to our Data Protection Policy and Record Keeping Policy for more guidance.

Camera, Mobile Phones and Recording Devices

St Agnes CE Early Years adopts a camera, mobile phone and recording device policy in line with guidance from MSCB to protect our children and also our staff from allegations and to maintain high standards of care and safeguarding in the provision.

The provision **does not allow** the use of personal mobile phones, cameras or recording devices to be used in any of the rooms where children are present. (Exceptions are made during school trips and outings when the use of a personal mobile phone is required in case of emergency).

The provision has access to approved cameras, tablets and recording devices, which will be used on a day to day basis for assessment of children and celebrations/recording of events.

We ask therefore that parents follow our guidelines and **do not** use their mobile phones whilst in the provision.

If parents do wish to photograph their children whilst in the provision for example at a public event such as an assembly, then they must try to only photograph their own child where possible and understand that any images which do capture other children's faces are **NOT** to be shared on the internet in any way (e.g. Facebook, Twitter). This is to protect **all** of the children and we will take appropriate action on discovery that any of our children's safety has indeed been jeopardised in this way.

On entry to the school, we ask that all parents sign consent form that allows

or does not allow a child to be photographed and also asks parents to adhere to our camera policy.

Social Networking

We understand that social networking websites and blogs are becoming increasingly popular in everyday life, however, when used carelessly, these websites can have a detrimental effect on the Provision and staff's reputation and also put children in potential danger.

Parents/carers/staff and volunteers are requested on entry to the setting that they DO NOT discuss anything about the provision on social networking sites such as Facebook and Twitter. Parents are requested to sign an agreement outlining the terms and agreeing to the safe use of these websites. If any parents/carers have an issue, they are reminded that they can discuss this issue with any member of staff at any time and that discussing issues on social networking sites may bring the provision and its staff into disrepute. Parents and carers are also reminded of the importance of and dedication to safeguarding our children and that publishing photographs or information about children other than their own may be exposing them to risks and that this is absolutely unacceptable. If the staff in the provision is made aware of a parent/carer in breach of this agreement, an internal investigation by the Headteacher and/or registered person will take place and the person will be requested to remove the unacceptable comments/photographs immediately. If staff are concerned that any child has been put in any danger as a result of this event, appropriate practice will be followed in line with MSCB.

Staff are also made aware of this policy and sign a similar agreement to parents/carers.

Reporting Concerns

When **anyone** has concerns about a child/children in the EYFS:

We follow the procedures outlined by The Manchester Safeguarding Children's Board:

Write down what you have seen or heard that made you concerned, date it and initial it. Next, speak to the Deputy Headteacher, **Ms Lynton**, or ask for **Mrs McCutcheon** who is the EYFS Assistant Head and EYFS SEND Lead and or Katie Cronin who is the school SENDCO.

*If the EYFS or school is closed, or the above staff are unavailable, you can report it to the **Designated Senior Person for Safeguarding:***

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Ms. Lynton (Deputy Head teacher) who is available by contacting the main office at St Agnes Primary School on 0161 224 6829.

If the matter is urgent and the Early Years or School is closed, you can call the Contact Centre directly 0161 234 5001.

Informing Parents and Carers

Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

Parents and carers will be informed if a referral is to be made to the Children and Families Service or any other agency.

These procedures are in place to safeguard children who may be being physically or emotionally abused. We take safeguarding very seriously, so please do not be offended if we ask you any questions regarding bumps or bruises on your child. We understand that accidents happen and we are asking simply so that we know how it has occurred—not to make you feel that you are under any investigation!

We will always show sensitivity towards our parents in these situations. If parents have any questions or concerns about anything they have read in this policy, please do not hesitate to speak to a member of staff.

Behaviour Procedures

St Agnes CE Early Years Provision will endeavour to create an atmosphere that encourages good and positive behaviour, we believe that children flourish best when they know how they are expected to behave, and gain respect through interaction with caring adults who show them respect and value their individual personalities.

Children in the EYFS need to have set boundaries of behaviour for their own and others safety. Within the provision, we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both on their own

environment and those around them. We take a whole-staff approach to the management of children's behaviour and have a whole school Behaviour Policy outlining our procedures including strategies for dealing with negative behaviour and involving parents if needed.

Our staff aim is for all EYFS children to learn to:

- Leave their parents/carers happily and with confidence.
- Participate in group activities and develop the skills of sharing and taking turns in their play.
- Ask for and be willing to receive help or advice from others.
- Follow simple instructions appropriate to their individual stage of development.
- Enjoy and respond to praise.
- Develop skills of concentration when involved in both self-initiated and adult-directed activities.
- Demonstrate good manners at all times.
- Show consideration and respect for the nursery equipment and resources, and for others belongings.
- Establish consistency in behavioural responses between home and nursery and when spending time with different adults.

By having a Behaviour Policy, all staff working at St Agnes Primary School understand that most children, at certain stages in their development, demonstrate behaviour that is generally considered negative. We follow a specific procedure for dealing with negative behaviour as stated in the whole school Behaviour and Discipline Policy to ensure the approach to dealing with negative behaviour is consistent across the school.

Parents/Carers Involvement

We work in partnership with parents/carers to lay foundations from which children will grow into happy, self-confident, well-adjusted individuals. Where a child has a particular behaviour difficulty, discussions will take place with the parent on a regular basis and an agreed individual behaviour plan will be drawn up.

Parents will be made aware of their child's behaviour through:

- Daily Record Sheets or behaviour logs
- Stickers Sheets or Reward Menu
- Daily Conversations with your child's keyworker

Staff are committed to providing a safe environment where children are encouraged to learn

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caring and sharing skills. To develop problem solving through positive behaviour. Children will be treated fairly and consistently.

We understand that all children mature and develop at different rates and therefore, we will adapt our behaviour management strategies to meet the individual child's needs.

Biting Procedure

Biting is fairly common amongst young children and it is one of the things that concerns parents/carers the most. Biting can be painful and frightening for the child who is bitten and also be frightening for the child who bites, because it upsets the adult and makes the child cross.

At St Agnes CE EYFS Provision, we want to ensure that every child is safe while in our care. Our provision provides an environment that encourages and promotes positive interaction, respect for others and non-aggressive problem solving between the children.

Biting is a normal stage of development for young children. It is usually a temporary condition that occurs between the ages of thirteen months and up to three years, so it is of particular concern for staff in this Provision. For Health and Safety reasons, we take biting very seriously. When it happens, it is scary, frustrating and stressful for children, parents and staff. It is also not something to blame on children, parents and staff and there are no quick or easy solutions to it.

Children bite for a variety of reasons: simple sensory exploration, panic, crowding, seeking to be noticed, or intense desire for a toy. Knowing that their biting will hurt another person is not yet part of a child of this ages' development, so they do not always understand the severity of their behaviour.

Our staff plan activities and supervise very carefully in order to prevent biting. There are times, however, when everyone cannot be within immediate reach to prevent the bite and on most occasions, the bite will happen in front of the eyes of the staff – but the bite happens in a split – second.

Our procedure for handling a biting incident

The biter is taken away from the situation and immediately spoken to as we carry out our negative behaviour strategies as stated in the whole school Behaviour Policy.

The bitten child is consoled and the bitten area is washed and a cold compress applied to reduce any swelling or bruising.

The incident is recorded in the Accident book and parents of both children are

informed at the end of the day.

As with all negative behaviour towards other children, the name of the biter is not released because it serves no useful purpose and can make an already difficult situation more difficult.

We look for any patterns in biting behaviour in order to prevent further incidents.

We make special efforts to reward positive behaviour in the Provision and reward all good choices about behaviour through verbal praise and rewards such as stickers.

Concerns and Complaints Policy – Parents and Carers

Your child's Key Worker or the **Foundation Stage Assistant Head Teacher, Mrs McCutcheon** or our **Deputy Head, Ms Lynton** will be happy to listen to any issues that you may have and resolve them as quickly as possible.

If you are dissatisfied with the outcome, then it would be appropriate to contact the **Headteacher** of St Agnes CE Primary School, **Mr Shoab Uddin**, who will be happy to discuss your concerns.

St Agnes CE Primary School EYFS records all complaints in a record of complaints file in order so that we have a written record of your concerns and can reflect on any issues raised. All complaints/concerns must be logged in the complaints file by a member of staff in the first instance. We will do our best to resolve your complaint/concern internally and as quickly as possible.

If the matter cannot be resolved by the staff in the Nursery or Reception, Deputy or Head Teacher or you feel the issues are too serious to be dealt with internally, then you can contact the regulating body – OFSTED.

If you are unhappy or dissatisfied with the service that you are receiving in the provision, then you must make us aware of your concerns immediately.

St Agnes CE Primary School aims to provide you with the highest standard of Early Years provision for you and your child/children. Your comments are appreciated in order that we can continue to improve our service.

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Equal Opportunities in Early Years

‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential’

Statutory Guidance for the Early Years Foundation Stage, September 2018

At St Agnes every child is valued as a unique individual – a competent learner who can be resilient, capable, confident and self-assured. Teaching and learning are based on the understanding that children develop at different rates. Their attitudes and dispositions to learning are influenced by feedback from others, so praise and encouragement, as well as celebration and reward, for all individuals, whatever their rate of learning, supports and encourages the development of a positive attitude to learning.

Inclusion

We value the diversity of individuals within the provision. **All** children, staff and families at St Agnes and in our Early Years Provision are valued and treated fairly regardless of race, gender, religion or abilities.

In the Foundation Stage 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 celebrate the cultural diversity of our community and on entry to the setting, gather detailed information about children’s ethnic origin, home languages and special celebration days through our Peace Mala and Rights and Respecting School work.

Children and Families with English as an Additional Language

Children and families accessing the provision who have English as an additional language will be respected as all families are. Staff will endeavour to display and use keywords that will make them feel welcome and secure. We are aware that the children have lots of exposure to their home language at home. So once the children are settled we raise the profile of English Language as much as possible in the classroom to ensure they can access all areas of the curriculum.

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How the Individual Needs of all Children will be met

The individual needs of all children will be met, first by gaining as much information as possible about the child before they enter the setting. This allows us time to prepare and gather any extra resources we may require and give us the full picture of the unique individual. This information is then used to plan for the child's environment and learning experiences in order that they are included and valued in every experience they have in the provision. The staff then plan new targets every 6 weeks from the end of the baseline assessment to ensure each individual child's needs are addressed in a timely manner. Any subsequent information that parents report to us throughout the year is also used in this way and adaptations and reasonable adjustments will be made. We are aware that we must be anticipatory and expect that children may arrive to the provision with a wide range of needs and requirements. Some we will have had before and may already have arrangements in place and some may be new to us and we will need to gather further information beginning with a Pen Portrait.

Children with Special Educational Needs

Information about any special educational needs that the parent/carers are aware of is gathered on entry to the provision and passed on to the Special Educational Needs and Disabilities Coordinator, Mrs K Cronin or Mrs McCutcheon. We identify a special educational need if they have a learning, behavioural or physical difficulty, which requires extra provision to enable them to be fully included in the Early Years Foundation Stage Curriculum. Children are not regarded as having learning difficulties solely because their language, or form of home language is different from that in which they are taught.

Role of the SENDCo (Special Educational Needs Coordinator)

The SENDCo and EYFS Assistant head play a crucial role in the school and the Early Year's SEN provision. This involves working with the Headteacher to determine the strategic development of this policy.

Identification, Assessment and Review

The new Code does not assume that there are discrete categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

- Communication and interaction
- Cognition and Learning
- Behaviour, emotional and social development
- Sensory and/or physical

All staff members and ultimately, the manager are responsible for identifying children with SEN and, in collaboration with the SEND-CO, will ensure that those children requiring different or additional support are identified at an early stage. Assessment is the process by which children with SEN can be identified. Whether or not a child is making adequate progress is seen as a significant factor in considering the need for SEN provision.

Staff at St Agnes Early Years Provision are skilled at observing children's learning and behaviour on a day-to-day basis through play and conversation. Parents should feel reassured that all observations, photographs and assessments are made readily available for them to look at within the provision and parents will be kept informed throughout the whole process of assessment. We may also contact other outside agencies who are already involved with the child or their family for example, G.P. or health visitor, maintaining confidentiality at all times.

Further Assessments and Plans

It may be necessary for your child's class teacher or keyworker to draw up an Individual Education Plan for the child so that staff can support them with their development. This would be agreed upon and put together using observations and developmental tracker sheets and would show how a series of day to day activities can be used to support the child in a particular area. The IEP will be discussed and agreed with parents/carers and written permission will be obtained before the plan is carried out.

This IEP may be a temporary measure until

- the requested outside agency becomes involved and makes an assessment on the child, therefore IEP may have to be reviewed or
- the child makes good progress and is meeting the targets of the IEP (It is advisable that the plan is reviewed and discussed together and further targets may be agreed).

Evaluating Success

At St Agnes Primary School and EYFS Provision, we evaluate the success of our practice on a daily basis and make adjustments as soon as we identify their need as possible.

We work closely with parents and carers throughout the entire process and welcome all feedback and will arrange regular discussions to ensure everyone is informed at all times.

Missing Child Policy

Please do not be alarmed by this Policy. Our staff are dedicated to keeping your child safe - rigorous checks are firmly in place to maintain this safety. This policy has been written and agreed because although it would be extremely rare for a child to go missing from the setting, by law, we have to be anticipatory and have a procedure in place for the event of this unlikely occurrence.

Missing Child Procedure

All children are accounted for during the day and their arrival and departure time is marked in the register and staff make regular head counts.

When taking the children on outings, a risk assessment is carried out prior to the outing and regular head counts are made throughout the time. Children are allocated to certain members of staff with higher than normal ratios, to ensure the children are safe at all times and all children wear an identification band with the school's name and contact details on.

In the event of a child going missing

In the event of a child going missing either on an outing, from the outside play area or the internal provision environment the following procedures must be adhered to with minimum disruption or distress to the other children.

All staff will remain calm at all times.

The senior member of staff/ EYFS Assistant Head present must do a thorough headcount.

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The senior member of staff/EYFS Assistant Head will deploy staff appropriately in order to have a maximum effect in finding the lost child.

The Head Teacher Shoab Uddin must be informed.

Where possible, two members of staff will remain with the children while the other staff carry out the search.

Staff will thoroughly search the immediate area first then quickly decide the surrounding areas that will be searched.

If the child has not been found within **15 minutes** then the police will be called by the senior member of staff. As much information about the child's description and last known movements will be needed.

The Parent/ Carer will be informed immediately and an offer of transport to the appropriate venues by taxi will be provided, so that they are present for all developments of the incident.

The senior member of staff/ EYFS Assistant Head will continue to take instructions from the police while the other members of staff continue searching.

Once the child has been found and the children and staff have returned to the provision, the senior member of staff/ Headteacher will write a full report of the incident.

Ofsted should be informed of the incident as soon as possible over the telephone by the Headteacher, Mr Uddin and a copy of the report sent to the CIE team at Ofsted regional office in Woking.

The EYFS Assistant Headteacher will write to the Parents/Carers with a full explanation of the incident and the measures that have been put in place to prevent such an occurrence again.

Health & Safety and Risk Assessment Policy

At St Agnes CE Primary School we take the maintenance of health and safety extremely seriously as a matter of both legal and moral importance. All staff will be familiarised with the provisions contained in this policy as part of their induction and be expected to act in accordance with them at all times.

The manager and staff will always strive to go beyond the minimum statutory standards to ensure that health and safety remains the first priority.

The steps below will have action taken as a matter of course:

- Create an enabling environment that is safe and without risk to health
- Prevent accidents and cases of work-related ill health
- Use, maintain and store equipment safely
- Ensure that all staff are competent in the work in which they are engaged.

Identifying, reporting and dealing with accidents, hazards and faulty equipment

Accidents/Incidents

All accidents and incidents that occur on site (or off site during working hours/hours of care) are recorded in our Accident Book, which details the date and time of the accident, details, any first aid given and relevant treatments or action taken.

Incidents such as violence towards staff are recorded in the same way and reported to the Registered Person, who may carry out an internal investigation and may involve contacting the Police.

Ofsted will be informed of any serious accident, illness or injury to, or death of any child while in our care, and of the action taken. Notification must be made as soon as is reasonably practical, but in any event within 14 days of the incident occurring.

Hazards

All hazards are reported to the EYFS Assistant Head, Mrs McCutcheon or Deputy Head, Ms Lynton and the Buildings Manager, Kane Green and recorded in the Provision's Risk Assessment and assessed as being 'high, low or medium risk' to children and adults. New hazards are assessed as they occur whether spontaneously or over a short period of time. As soon as the hazard comes to staff's attention, it is recorded, discussed and appropriate action is taken. This may mean cordoning off areas or terminating the use of a resource or area.

First Aid

In the Nursery, Miss Hewat, Mrs McCutcheon and Miss Carroll all hold their 'First Aid Certificate'. In Reception, Mrs Choudhury, and Miss Lord hold their 'First Aid' Certificate. There are other members of the Key Stage One team who will be available if one of these designated staff are absent for any reason.

Risk Assessment

In order to fulfil our Health and Safety Duties, we understand that we must be rigorous in our Risk Assessment Procedures.

It is extremely important that St Agnes Primary School have a clear and well-understood policy and procedures for assessing risks and reviewing risk assessment frequently. Our risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom, and how the risk will be minimised. We determine how to inform staff practice and how we explain risk assessment to parents and inspectors.

What is a risk assessment?

A risk assessment is the process of identifying hazards and then assessing their potential for causing harm or loss. It also includes an evaluation of the consequences of a risk if it materialises and suggests what needs to be done to avoid or minimise the risk.

The setting has risk assessments which are carried out on a daily basis, we also have specific, detailed risk assessments which are carried out weekly with regards to the classroom. We also produce specific detailed ones as and when required (i.e. for an outing or an individual with specific needs this includes staff and children.)

All reasonable steps must be taken to make sure that hazards to children, both indoors and outdoors, are kept to a minimum.

All staff members understand that they need to be **continually aware** of risk and hazards and that they cannot just happen first thing on a morning for example and that it needs to happen all of the time. All staff are expected to be vigilant throughout the day and in all areas of the Provision, ensuring that the provision is safe and secure for children, staff and visitors. If any risks are identified, they must be dealt with instantly and reported to the Site Manager Kane Green, Early Years Assistant Headteacher, Mrs McCutcheon or the Deputy Headteacher, Ms. Lynton.

At St Agnes CE Early Years, we want the children to have access to a wide range of learning resources and develop their own sense of risk and safety. This means that some resources will require adult supervision and in some cases, a separate risk assessment. Risk-benefit analysis is the comparison of the risk of a situation to its related benefits.

If a situation involves more than minimal risk of harm to children, we must be sure that the amount of benefit clearly outweighs the amount of risk. We offer play opportunities that offer risk and challenge but be ready to use our professional judgement to know when to intervene in children's play without disrupting the play cycle.

Outings

St Agnes CE Primary School, EYFS staff are aware that it is a 'legal requirement for us to carry out risk assessments for outings. ***The Statutory Framework for the Early Years Foundation Stage, 2021*** makes it clear that this should include an assessment of the ratios of adults to children needed for outings and it must include an assessment of the risks and hazards that might arise for children'

We will not take the children outside the registered setting without first obtaining written parental consent, which will be stored on file for each outing.

Procedure for Visitors to the EYFS Setting

It is our dedication and a necessity to make St Agnes Primary School and Early Years Provision a safe place for all children and staff.

To achieve this, we will ensure that:

- a) Any individual working in or visiting the Nursery or Reception as a member of staff, volunteer or student, must not be left alone with children.
- b) Any individual who will be working in the Provision on a regular basis is asked to undertake appropriate checks, including a DBS check.
- c) No individual will work unsupervised with children in the Early Years until they have showed the Registered Person original documentary proof that they are in receipt of a satisfactory enhanced disclosure (DBS check) and are deemed suitable in every other respect.

In particular, prior to the appropriate checks being carried out a visitor must not:

- a) Be left in charge of any children even for short periods of time.
- b) Change children's nappies or clothing.
- c) Escort children to the toilet.

In the event of a non-vetted person having to enter St Agnes CE Primary School for a short period of time i.e. visitor or trades person they must sign the visitors register, on arrival at main school and when leaving the school site, they must sign out. They must be escorted at all times.

Visitors will be reminded not to be offended if they are asked several times who they are by different members of staff as all staff have been told that they must challenge any new faces to the EYFS asking who they are and their business in the provision. This is not to cause offence, but to ensure that we are rigorously safeguarding our children.

All visitors are asked to wear a visitor's pass at all times, stating their name on arrival at the main school Reception area, where they will sign the register using the whole school safeguarding procedures as required by the whole school policy.

Intimate Care and Changing Policy

Intimate Care

Working with such young children will often require that adults working in the provision are involved in duties which require intimate care of children.

Intimate care covers any task that involves the washing, touching or carrying out a procedure to intimate personal areas and is associated with bodily functions and personal hygiene, including toileting, washing and dressing. Staff in the provision have been placed in a position of great trust and will be expected to carry out this sort of procedure as they act in 'loco-parentis'. Intimate care is only to be carried out by named staff and not visitors, volunteers or parents/carers other than the child's own.

Staff understand that this policy supports the Safeguarding and Welfare requirements of The Statutory Framework for The Early Years Foundation Stage (2021) and goes hand-in-hand with the provision's Safeguarding Policy.

Intimate care is a sensitive issue and will require staff to be respectful of a child's needs. The child's dignity should always be preserved with a high level of privacy, choice and control. There should be a high level of awareness of child protection issues. Staff behaviour must be open to scrutiny and staff should work in partnership with parents/carers to provide continuity of care to children wherever possible.

The intimate care policy at St Agnes Early Years Provision is committed to ensuring that all staff responsible for the intimate care of the children will undertake their duties in a professional manner at all times.

We recognise there is a need to treat all children with respect; no child should be attended to in a way that causes stress or pain and instead this time is used to create opportunities for children's Personal, Social and Emotional Development.

Who will undertake Intimate Care?

Once permission is given, the child's key worker/teacher will be responsible for changing them, however this is not always possible, so another member of staff may need to carry out the procedure.

As we do not allow people other than staff members to change children, the child will know who is changing them and will have seen them before.

The experience is made as pleasant for the child as possible, by ensuring that they are

spoken to at all times, provided with as many opportunities to be independent and praised for this and also used as an opportunity to sing songs/count/chat to the child about their learning/experiences today.

Intimate care will usually take place in the bathroom, which is a designated area that is private enough to respect the child's dignity, but also allows the adult to be seen at all times to prevent them from allegations or bringing their behaviour into question. No adult will be left alone behind a fully closed door when carrying out intimate care procedures. This puts both the safety of the child and staff member at risk. Where possible, another adult should stay close by while the procedure is carried out.

If a child refuses staff assistance a parent or carer will be called.

If a child is unduly distressed by the experience, a phone call will be made to parents/carers. They may be asked to take the child home, if the child is distressed or unwell.

If a member of staff notices, marks, injuries, bruising or undue soreness, it will be reported to a member of the designated safeguarding team and the usual procedures will be followed in line with the Provision's Safeguarding and Child Protection Policy.

All intimate care procedures carried out are recorded on the daily log sheet and signed by the person carrying out the procedure, detailing the procedure carried out and any notes e.g. if the child was upset.

Procedure for Changing a Child:

- Ensure all changing equipment and resources are to hand.
- Staff to reassure the child and make changing an enjoyable time from beginning to end by chatting, singing and building attachment.
- Staff to take children to the designated changing area and ensure that the child is happy and comfortable with being changed by talking to them throughout and telling them what they are about to do before each step.
- Firstly, staff to put on a disposable plastic apron to protect their clothing from contamination.
- Disposable gloves are recommended to be worn. Please note, the use of disposable gloves are not a substitute for good hand hygiene and hands must still

- be washed at the end of the routine. Disposable gloves and aprons should be changed each time a child is changed.
- Adults encourage the child to undress independently where possible. If adult help is needed, the adult is to remove only the clothes required to reach soiled nappy/pants unless further soiling has occurred and the child needs to be changed fully.
- Adult to remove the soiled nappy/pants, double-bag in a nappy bag and place into the nappy bin.
- Children's skin to be cleaned with disposable wipes, also disposed of in a nappy bag into the nappy bin.
- If the child's care plan requires nappy creams, lotions to be used, practitioners to follow the procedure outlined in this plan for the individual child. No products are to be shared between children or applied without parental consent.
- Child to be dressed, or encouraged to dress in clean clothes if soiled and dirty clothes to be put into a plastic bag and given to parents/carers when the child is picked up at the end of the session. Staff members will not wash or rinse the clothes. Encourage children to wash their hands.
- Nappy changing mats/area should be wiped with hot soapy water and dried after each use.

Our intimate care Policy and Procedure bears in mind the following principles:

Children have the right to feel safe & secure

There will be no barriers to learning and participation

Children will be respected and valued as individuals

Children have a right to privacy/dignity when staff are meeting their needs

Children have the right to information and support to enable them to make choices

Children have the right to be accepted for who they are

Children have the right to express their views and be heard

A child's Intimate/Personal Care plan is designed to lead to independence

Head Lice Awareness Policy

There will be times when the children will be exposed to head lice in the EYFS. Having this Head Lice Awareness Policy in place makes the task of the staff in the EYFS more realistic and less subjective. If head lice are present, the children's parents in that year group will be informed. As an administrative policy, it helps parents understand and assume their responsibility for head lice control. Families are encouraged to respond by carrying out the most effective prevention measures at all times and the safest most thorough control measures possible. For the child whose family is unable, for whatever reason, to comply with the policy, the "system" must go the extra mile to ensure the child is able to return to their group lice free. The reward is an environment of mutual assurance that the child enters a group setting that supports a head lice control program.

Below is information on how to check a child for head lice as well as treatment information for parents if a child does have a head lice infestation. We recommend that all parents and carers only treat children for head lice or the environment when they have observed a lice or eggs in their child's hair. If as staff, we observe that your child has head lice we will send home a letter home to all children informing all parents that head lice are in the setting and all children MUST be checked.

What to look for:

- Adult lice are small (about the size of a sesame seed).
- Eggs (nits) are usually found firmly attached to the base of the hair shaft.
- Lice stay near the scalp, often behind the ears, near the neckline, and back of the head.
- Head lice hold tightly to the hair. They move by crawling. They cannot hop or fly (they do not have wings), but do move quickly making it difficult to find in a child's hair.
- Signs of a head lice infestation include: itchy scalp, tickling sensation in a person's hair. Head lice are most active in the dark.

If a child is found to have head lice, it is important to treat your child before he/she returns to school. Please begin treatment as soon as possible. We recommend that after their first treatment with a medicated head lice product (either over-the-counter or prescription) you take action such as tying longer hair up to prevent repeated cases. Prompt action is requested so that we can ensure all children are protected from becoming infected.

Tips for prescription or over-the-counter head lice treatment:

- Whether using an over-the-counter head lice product or a prescribed treatment, it is very important that you read and follow all directions on the product's label.
- Do not treat someone who does not have live lice (or nits close to the head). Do not use these products as a prevention method to avoid lice.
- Do not use a cream rinse, combination shampoo/conditioner, or conditioner on the hair before using the lice medicine.
- It is recommended that both the person getting treated and the person administering the treatment put on clean clothing after the treatment is completed.
- Be cautious not to use more than one head lice medication at times.
- 8-12 hours after treatment, examine your child's head again. If you see a few lice still around, but they are moving more slowly than before, do not re-treat. Comb the dead lice and any remaining live lice out of the hair using a fine-toothed nit/lice comb.
- To comb through the hair, sit in a well-lighted area. Part the hair into small sections and comb through one section at a time. Be patient and thorough, it can take a lot of time.
- 8-12 hours after treatment, if no dead lice are found and lice appear to be as active as before, the medicine may not be working. Do not re-treat until speaking with your healthcare provider. Your health care provider may recommend using a different lice medicine.
- Re-treatment is generally recommended for most lice medicines after 9-10 days. This should kill any newly hatched lice before they produce new eggs. Be sure to follow the instructions for the product you are using.
- It is important to check the hair and comb through it with a nit comb every 2-3 days. This will help to remove nits and lice and can decrease the chance of self re-infestation. Do this for 2-3 weeks to be sure all lice and nits are gone.
- Wash combs, brushes, hats and other hair accessories of the affected person in hot water.

Tips for combing out head lice and nits:

- Use a fine-toothed louse or nit comb. These combs may be included within packages of medicated head lice treatment or you may buy one from most drug stores or pet supply stores. Combs with metal teeth spaced close together seem to work best.

- Sit behind your child, and use a bright light (and magnification if needed), to inspect and comb through the hair, one small section at a time.
- Repeat combing until no more active lice are observed.
- Comb daily until no live lice are discovered for two weeks. It may take several hours each night for several nights to tackle the problem. An entertaining video may help keep the child occupied during this time.
- Adult female lice cement eggs to the base of a hair shaft near the skin. As the hair grows, eggs are moved away from the scalp. Eggs more than ¼ inch from the scalp are nearly always hatched and do not mean live lice are present.
- Combs, brushes, hats and other hair accessories in contact with an infested person should be washed in hot water each day to dislodge any lice or nits.
- Combing is sometimes painful to the child or it may be impractical for other reasons. In these cases, consider using anti-lice products. Speak with the school nurse or your child's doctor for advice.

Treatment of clothes and other items:

- A clothes dryer set at high heat or a hot pressing iron will kill lice or their eggs on pillowcases, sheets, nightclothes, towels and similar items your child has been in contact with during the previous two days. (Lice and their eggs do not live more than one to two days off the head.)
- Lice and their eggs on objects (such as toys) may be killed by freezing temperatures. Objects that cannot be put in a clothes dryer can be placed in a freezer (or outdoors if sufficiently cold) for several days. This treatment is rarely required.

Cleaning the house and car:

- Once lice fall off of the head, they usually die within a day and eggs generally cannot live much longer. Thoroughly vacuuming the house and furniture is all that is really necessary for cleaning the home. A major cleaning effort will do little to further eliminate head lice.
- Insecticide treatments for the home, vehicles, or carpets and furniture are not needed and unnecessarily expose family members to the insecticides.

All procedures have been adopted with referral to DfE Guidance, *Working Together to Safeguard Children*, September 2018, *Keeping Children Safe in Education*, Department for Education, September 2022, and MSCB Safeguarding Procedures, June 2018. Clear arrangements have been put in place for regular monitoring and supervision with a defined escalation procedure as outlined by the MSCB.