

## EYFS POLICIES AND PROCEDURES

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## EYFS POLICIES AND PROCEDURES

**This policy should to be read in conjunction with the;**

- EYFS Teaching and Learning Policy
- Exclusion Policy
- First Aid Policy
- Health and Safety Policy
- Pupil Supervision Policy
- Risk Assessment Policy
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Need Policy
- All other school policies and procedures

### Administration of Medicine

Please see the school's Supporting Pupils with Medical Needs Policy, which is available on the school website or in hard copy from the school office.

### Admissions

Please see the school's Admissions Policy, which is available on the school website or in hard copy from the school office.

### Allergies

Children are becoming increasingly allergic to certain foods, such as nuts, milk and eggs. One in 70 children is now peanut allergic and new allergies such as kiwi fruit are emerging. Symptoms can be mild or severe. Mild symptoms include itching, a localised rash or a strange metallic taste in the mouth. Several symptoms include swelling of the throat and tongue, difficulty breathing or swallowing, flushing of the skin or nettle rash, abdominal cramps, nausea or a sudden feeling of weakness caused by a drop in blood pressure. Symptoms usually occur within minutes of exposure to the food or substance and no child would necessarily experience all these symptoms. The reassuring news is that even in severe cases, anaphylaxis, though life threatening, is manageable through good communication and information.

The school will take the following steps:

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### Before the child starts school

- Ensure all children receive a home visit from a staff member prior to them starting. A home visit form is completed during the visit detailing any allergies.
- If there are any allergies, upon returning from the home visit the staff member will ensure the kitchen staff, the school staff, and the school head of school sign the home visit form to confirm they have read and understand the details of the allergy. Copies of the home visit form will be filed in a) the kitchen b) the classroom c) the office and all teachers will be provided with a list of children with allergies.
- Details of the allergy are added to the allergy list in the school kitchen so it can be checked by class teachers.
- If there are any medical requirements associated with the allergy we will draw up a management plan with the parents. This will include full details of the allergy, likely symptoms, medication, and emergency procedures. Medication may be in the form of inject-able adrenaline, administered with an epipen or anapen. Staff members will be trained to operate this equipment before they take care of a child with such medical requirements.
- Obtain written consent from the parents for staff to take responsibility of administering to the child any medication prescribed for treating the allergy.
- Ensure there is an adequate number of properly trained staff to cope with an emergency situation. Please refer to the school's First Aid Policy for further details of how emergency aid will be administered.

### Once the child is attending school

- Ensure any medication is readily accessible, clearly labelled with the child's name and instructions for use and that **all staff** members know where it is stored.
- Store any food from home in a clearly marked container away from other food. Ensure all staff are aware that the child should not have food or drink from any other source.
- If required a single member of staff each day must give one to one supervision (without being intrusive to the child) at drinks and meal times to ensure no "food sharing" occurs.
- All meals and drinks prepared for the other children must be done so separately for the child's food and drink. Hands must be washed between the preparations to prevent cross contamination.
- All commercially produced product used in school e.g. play dough, clay etc must be thoroughly checked before use.

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### Nut free policy

To ensure all children remain safe in the school we operate a Nut Free Policy.

- None of the food or drink we provide to the children contains any nuts and is cooked on the premises in our kitchen which is kept free of nuts.
- Parents and carers must not allow children to bring in food from home. All food is supplied by the school unless prior consent is authorised by the head of school. Cakes for birthdays and other celebrations may be brought into school and handed to a member of staff. The cake will be cut up and given to the parents at the end of the day to take home.
- Staff must eat food they have brought onto the premises in the staff room or office only and **must never consume it or leave it unattended in the children's rooms or classrooms**. Staff must wash hands after eating and apply the antibacterial rub that has been provided.

### Arrivals and Departures

**To maintain the safety and wellbeing of the children, all staff must be aware and vigilant of the following procedures:**

- Upon taking a place at the school, all parents must provide the full name and contact telephone number of any other persons they authorise to collect their child, along with their relationship to that person. Parents must also provide a secure collection password. This information is recorded electronically in our school management system and a hard copy is kept in the child's file in the office.
- Parents must collect their child directly from the Reception Classroom. This may be subject to change due to COVID-19 restrictions / infection risk control measures, for example parents may be requested to collect their child from the Reception Garden gate to avoid unnecessary entry into the school building.
- All staff must be aware who the authorised people are to collect each child.
- If in any doubt the parent/carer needs to be contacted and the password to be asked for.
- No child must ever be passed to anyone the staff are not 100% certain is the correct person to collect them.
- The internal and external doors must always be locked after each person arrives or leaves.
- Any relevant information passed to the staff must be written in the communications book or if confidential passed to the appropriate person.
- Any changes in the people collecting must be provided by the parent to the school in writing.

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- Staff must stay vigilant at all times and aware of each child's safety.

If a child is not collected, please see the Uncollected Child section below.

### Behaviour Management

We aim to provide a stimulating range of activities for children. To make sense of their world through play and by providing a happy, well managed environment, the children will be encouraged to develop social skills to help them become accepted and welcomed in society as they grow up. We recognise that busy children are less likely to behave in an unacceptable or anti-social way. We recognise the need to set reasonable and appropriate limits which adults will maintain in the management of children's behaviour.

We do not administer corporal punishment which causes pain and humiliation to a child. We recognise the importance of the adult's behaviour as a role model for the children and will not allow physical or verbal abuse towards anyone.

We endorse positive discipline as an effective way to set limits and manage behaviour in this group.

#### In order to achieve this:

- ✓ All adults in the groups will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- ✓ All adults will provide a positive role model for children of friendliness, care and courtesy.
- ✓ Adults in the groups will praise desirable behaviour e.g. kindness and willingness to share.
- ✓ We will take positive steps to avoid a situation in which children receive adult attention, only in return for unacceptable behaviour.

#### When children behave in unacceptable ways:

- Physical and verbal punishment or humiliation will neither be used nor threatened.
- Children will never be sent out of the room by themselves.
- Children who misbehave will be given one to one adult support in seeing what was wrong and working towards a better pattern. Children will be made aware that it is the behaviour which is unacceptable, not the children.
- Adults do not shout or raise their voice in a threatening way.
- A child's behaviour will not be discussed or addressed in front of other children.
- Adults will make themselves aware of, and respect, cultural differences.

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- Unacceptable behaviour will be handled in a developmentally appropriate way, respecting individual children's levels of understanding and maturity.
- Recurring problems will be tackled by the whole group, in partnership with the child's parents/carers, using objective observation records and behaviour logs to establish an understanding of the cause.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs.
- An emotions basket will be available to the child to help them understand and talk about their feelings.
- Children may be subject to a fixed term or permanent exclusion from school if they have caused serious harm (i.e. caused an injury which requires medical treatment) or their behaviour is uncontrollable to the point that it has the potential to cause harm to themselves, another child or other children.

### **Our Behaviour Management Co-ordinator is Nicky Peacock**

We need to encourage positive behaviour and a happy time. There are many ways in which we can do this. Some of the ways are as follows:

- ✓ Love care and understanding
- ✓ Security
- ✓ Rest
- ✓ Freedom to explore
- ✓ Adults encouraging the development of a positive self-image
- ✓ Adults acting as appropriate role models
- ✓ Consistency in treatment
- ✓ Boundaries or limits of behaviour
- ✓ Opportunities for self-expression
- ✓ Stimulating opportunities for learning
- ✓ Encouraging positive behaviour, discouraging negative behaviour

When a child expresses negative behaviour remove the child from the situation if appropriate. Make sure if another child is involved and hurt that they are cared for, (comforted by another adult). Talk calmly and quietly to the child, at their level, using positive language and eye contact. If appropriate listen to the child. If needed agree an apology is required and is said to the other child. Once the children are friends again, forget the incident and let the children know it is over and carry on as normal.

Involve the parents – keep them informed of situations and progress and work together with them. It may be a situation where the child is allowed to do something at home but not in the school. This also needs to be discussed with the parents/carers.

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Most children will display difficult behaviour at some time – it is often part of their development and will, if handled appropriately, disappear or become modified as the child gets older. If a child in your care has extreme or persistent problems she/he may need specialist help. This help can be arranged through consultations with SENDCo, Health Visitors, Speech Therapists, GP's, Paediatricians, FIRST team etc.

### BEHAVIOUR MANAGEMENT GUIDELINES

The following are guidelines to which we can act appropriately from. Every situation is different and has to be acted on accordingly.

#### Types of behaviour possible in Reception Class:

Aggression      Verbal aggression      Temper tantrums      Disobedience

Stealing      Shyness/withdrawn      Jealousy      Bullying

Not sharing      Disruptive behaviour

#### Possible reasons for the above occurring:

- Curiosity – A child's need to be active, adults wish for the child's safety. (E.g. a child climbing to look out of open window).
- Imitation – A child will copy what an adult does, in some cases this may not be acceptable. (E.g. taking items from a fridge). In many other circumstances staff members need to be a role model.
- Egocentrism – A child learns to see things from other points of view over time. This is a skill acquired over time. (E.g. Does not want to come in from outdoor play at the right time).
- Developing independence – A child's wish to do everything for his or herself even when he or she is not yet able.
- Attention seeking – Children need attention and a child will resort to negative attention over none at all. (E.g. knocking something over so you will pick it up).
- Anger and frustration – Lack of experience in life means a child may have unrealistic expectations of what is and what is not possible. (E.g. shape sorter – round shape in square hole).
- Anxiety and fear – Often short term – change of routine could involve anything major from new house, new school, new sibling, to minor things like different juice cup, different bag, lack of sleep, different shoes.

Difficult behaviour is all part of growing up and children have so many new things to take in and learn. However, there could also be other underlying factors causing a change in behaviour and some of

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these could include; food allergy, home situation, medication, language barrier, speed of development.

Ways in which children can be assisted:

Play therapy – Use imaginative play to help play out aggressions and anxieties

Empowering – Give children choice of activities allowing them to feel empowered and in control.

Special attention – One to one attention for a set amount of time

### British Values

#### Promoting British Values

We value all of our children and families. We promote mutual respect and are an inclusive school. We want children to be independent learners so that they can make their own choices and build and develop a variety of strong relationships and friendships. We place great importance on citizenship and actively promote the ‘British values’ of democracy, the rule of the law, individual liberty, mutual respect and tolerance.

#### Democracy

- Children share their ideas and experiences
- Children plan some of their own activities
- Sharing resources
- Parents participate in the Parent-School Association (called Hive Mind) and have a say in the running of parts of the school
- Annual Parent Questionnaire

#### Mutual Respect

- We understand that all children are different and they all develop at different rates with different needs.
- We work hard to build relationships with all of our different families.
- We celebrate different special occasions that are important to our families and the wider world.

#### Individual Liberty

- Children can spend part of the day choosing their own activity.
- Children can choose whether to work inside or outside at different times.

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- Children can choose when they want to have snack and what they would like to eat from a selection.
- We celebrate children's individual interests and incorporate them in to planning.

### The Rule of Law

- We expect all children to follow our simple rules with support.
- Children understand why we need to have simple rules – to keep us safe and make things fair.
- Our policies and procedures make sure we are consistent and have clear expectations that all are aware of.

### Tolerance to those of different faiths and beliefs

- We promote respect and tolerance for different people, faith, cultures and languages.
- We have positive images reflecting diversity.
- We ensure we offer children exposure to a wide range of cultures

## Children's Rights and Entitlements

We promote children's right to be *strong, resilient and listened to*. We create an environment within our school that encourages children to develop a positive self-image, which includes their heritage stemming from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.

- We encourage children to develop a sense of self-determination and independence and enabling children to have the self-confidence and vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

What it means to promote children's rights and entitlements to be '*strong, resilient and listened to*'.

To be **strong** means to be:

- **secure** in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;

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- **safe and valued** as individuals in their families and in relationships beyond the family, such as within the School;
- **self-assured** and form a positive sense of themselves – including all aspects of their identity and heritage;
- **included equally and belong** within the School and in community life;
- **confident in abilities** and **proud** of their achievements;
- **progressing optimally** in all aspects of their development and learning;
- **to be part of a peer group** in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and
- **to participate and be able to represent themselves** in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

To be **resilient** means to:

- **be sure** of their self-worth and dignity;
- be able to be **assertive** and state their needs effectively;
- be able to **overcome** difficulties and problems;
- **be positive** in their outlook on life;
- be able to **cope** with challenge and change;
- have a **sense of justice** towards self and others;
- to develop a **sense of responsibility** towards self and others; and
- to be able to **represent** themselves and others in key decision-making processes.

To be **listened to** means:

- Our staff members who are close to children recognise their need and **right to express and communicate** their thoughts, feelings and ideas; are able to **tune in** to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated; **respond appropriately and, when required, act upon their understanding** of what children express and communicate; and
- Adults **respect children's rights** and **facilitate children's participation and representation** in imaginative and child centred ways in all aspects of core services.

## Complaints

Please see the school's Complaints Policy, which is available on the school website or in hard copy from the school office.

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### Confidentiality

The school's work with the children and families will on occasion bring us into contact with confidential information.

To ensure that all those using and working in the school can do so with confidence, we will respect confidentiality in the following ways:

- Parents will have ready access to the files and records of their own child but will have no access to the records of any other child.
- Letters to parents/carers that contain confidential material will always be given out in an envelope. Communication between parents/carers and school in newsletters will not contain confidential matters.
- Staff will not discuss individual children, other than for the purpose of curriculum planning/group management, with people other than the parents/carers of that child.
- Information given by the parents/carers to staff will not be passed onto any other parents but only shared with staff members if appropriate.
- Issues to do with employment of staff, paid or unpaid will remain confidential to the people directly involved with making personnel decision.
- Students on courses, observing in the school will be advised of confidentiality policy and be required to respect it.
- Any anxieties/evidence relating to a child's personal safety will be shared with the Designated Safeguarding Lead (DSL), in accordance with the school's Safeguarding and Child Protection Policy, and records relating to this will be kept in a confidential file that will be available only to authorised personnel.
- The school DSL is also the EYFS DSL.
- Information about individual members of staff will not be given out to anyone without the permission of that person, except in the case of Child Protection.
- Information regarding a child's medical needs or concerns about child protection issues, will be kept in a separate file and will be available only to authorised personnel.
- All visitors to the school are asked to read the visitors confidentiality policy and any information they may see relating to children, staff and school users must be kept confidential.

### Curriculum Planning

We aim to provide a safe, secure, happy and stimulating environment for our children, where they are encouraged to develop and learn. This will be done through a variety and appropriate range of play and learning opportunities, by caring, professional, trained adults.



a revolutionary response to school

## **EYFS POLICIES AND PROCEDURES**

This is explained in detail in the school's EYFS Teaching and Learning Policy, which is available on the school website or in hard copy from the school office.

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### Emergency and Evacuation

Please see the school's Fire Safety Policy, First Aid Policy, and Lockdown Policy, all of which are available on the school website or in hard copy from the school office.

### Equality and Diversity

Please see the school's Equal Opportunities Policy, and Staff Equal Opportunities and Diversity Policy, both of which are available on the school website or in hard copy from the school office.

### WILD Fridays

#### Health and Safety on Wild Fridays

**By ensuring safe working methods and a safe and healthy workplace, accidents will be prevented and the Wild Friday operation will run efficiently.**

**Two staff members are Forest School Level 3 trained and they will always be present when Reception pupils are attending Wild Fridays. For clarity, our Forest School Leaders are Kelly Launder and Taff Atkins and they are referred to in this policy as 'Wild Friday Leaders'.**

- Appropriate steps are taken to ensure that the place of work and its environment is safe and without risk to health, both to employees, visitors, parents and children by assessing risks daily. There is a generic risk assessment that is updated regularly and daily risk assessments and checks.
- All Wild Friday equipment used and staff who are concerned with the use of, handling, storage or transport of articles or substances, safety requirements are met with consequent avoidance of risk to health.
- Training, instruction, information and supervision is provided as appropriate in respect of employees at all levels.
- During induction this Health and Safety Policy will be brought to a new employee's attention to ensure all reasonable care for the safety of themselves, the children and the parent/carers is met.
- The Wild Friday leader is responsible for ensuring the site is safe and that all staff are carrying out dynamic risk assessments.
- The Wild Friday leader continually reviews and updates health and safety procedures in the forest.

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- Anyone seen to be neglecting the Health and Safety requirements listed in this policy may be subject to disciplinary action.
- A daily risk assessment will be completed in the woodland.
- All children are supervised by adults at all times and will always be in sight of an adult.
- All accidents/incidents are recorded immediately or as soon after the accident as safe to do so. Accident/incident forms will be monitored and reviewed regularly by the health and safety officer for safety aspects.
- A register of both adults and children present is filled in on departure and arrival back at school of each person. Headcounts are recorded throughout the outing to the forest.

### **Risk assessments:**

Risk assessments are completed every day and reviewed regularly on the whole school and any equipment/activity that may require extra safety measures.

Risk Assessments are stored in Wild Friday handbook as well as all copies being kept in the office.

The Wild Friday leader will conduct a daily risk assessment ensuring the woodland is safe for the children and staff to access. Any risks must be removed and the safety of all woodland users adhered to at all times.

### **Cross Contamination-Hygiene and food handling at Wild Friday:**

- Hands MUST be washed before and after any food handling with soap and hot water
- Every new member of staff MUST be inducted about the food handling procedures.
- All food surfaces will be sprayed with antibacterial spray and chopping boards and cooking equipment will be kept clean, dry and covered.
- 

### **Missing Child Policy**

Children's safety is maintained as the highest priority at all times both on and off premises. Every attempt is made through carrying out the outings procedure and the arrivals/departures procedure to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child procedure is followed.

### **If a child goes missing during Wild Friday**

- On the discovery of a missing child use '1, 2, 3 where are you?' procedure and recall the rest of the group.
- Two members of staff to remain with the children, keep them calm and safe.

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- The Wild Friday leader should ask the staff reporting the child missing where the child was last seen (*this information will be required later when a report is written*) and begin a thorough search begins
- Staff should keep calm and should not let the other children become anxious or worried however it may be appropriate to ask if they have seen the missing child
- A headcount should be called to check to ensure no other children have also gone astray
- If the child has not been found after the search has been carried out the following people need to be contacted;
  - The police – to report a missing child
  - The Wild Friday leader will contact the senior member of staff on duty at the school who will in turn contact the;
    - child's parent/carer
    - school's Designated Safeguarding Lead (DSL)
    - local authority safeguarding team (WSSC MASH - see below)
    - head of school
    - proprietor

### **WSSCP's Multi-Agency Safeguarding Hub (MASH)**

Phone: **01403 229900** (Mon to Fri, 9am-5pm) At all other times, including nights, weekends and bank holidays, contact the 'out of hours' emergency team: **0330 222 6664**

- The school business manager, head of school, or proprietor should be the individual to contact the parents where practically possible and they should have a witness in the room and where possible the conversation on loudspeaker. The details of the conversation should be noted and recorded as part of the investigation
- The most senior members of staff between them will decide whether to advise the parent/carer to attend either the school or the outing site. The preference should be the school but there may be practical reasons why it may be more appropriate for the outing site as the child may have returned/found by the time the parent/carer arrives.
- The members of staff should take the remaining children back to school. However, the police may advise a member of staff to stay at the venue until they arrive.

### **Managing people**

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible
- Staff members will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases

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- Staff may be the understandable target of parental/carer anger and they may be afraid. The Head of School will need to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable
- The parents/carers will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the Class Teacher, School Business Manager or Head of School. **No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called.**
- The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.

### The Investigation

- The most senior teacher on duty should gather information to assist the police with their full investigation, taking written statements from all the staff present as necessary.
- The written report should include;
  - The date and time of the report
  - The name of the person writing the report and the title
  - What staff/children were in the group/outing
  - The name of the staff designated responsible for the missing child
  - When the child was last seen in the group/outing
  - The time it is estimated that the child went missing
  - When the parent/carers were informed and details of the information given
  - A speculation/conclusion as to how the breach of security happened
- If the incident warrants a police investigation, all staff should co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff
- Staff must not discuss any missing child incident with the press without taking advice
- Social Care services may also become involved if it appears there may be a child protection issue to address

### Actions required shortly after the incident

- Consideration should be given by a case-by-case basis to contact;
  - Local authority
  - The school's insurance company
  - Reporting of Injuries, Diseases and Dangers Occurrences Regulations (RIDDOR) arrangements <http://www.hse.gov.uk/riddor/what-must-i-report.htm>. The local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution

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- A senior management team will contact a review of security arrangements in and around the school
- In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The proprietor will use their discretion to decide what action to take
- A review and potential update of this policy/procedure will be undertaken

### Disseminating and Implementing this Policy and Procedure

- All school staff will be required to read this policy on their induction and to comply with the contents of the policy. The policy will be kept in the policy folder and the Wild Friday handbook and will be available for staff to refer to at all times
- The implementation of the policy will be monitored by school staff on a day to day basis
- If incidences of non-compliance do occur, this will be dealt with on a case by case basis through performance management of staff
- The policy will be formally reviewed at least every three years or when any incident occurs to ensure to ensure this policy and procedure is fit for purpose

### Emergency Action Plan

Atelier 21 School phone number: 01293 265417

School Business Manager: 07598 400091, if school phone line is uncontactable.

### First Aid

1. Any injury or illness to be treated by a qualified paediatric first aider.
2. Two members of staff will remove others in group from the situation and ensure they are safe. Wild Friday Leader will deal with the illness or injury.
3. All accidents and incidents of staff and children must be recorded in the accident book – see First Aid Policy
4. Wild Friday leader or first aider to communicate with the school at first opportunity, who will communicate with parents in the event of a serious accident i.e. bump to head, marks to face.

### Missing Child

1. On the discovery of a missing child use '1, 2, 3 where are you?' procedure and recall the rest of the group.
2. Two members of staff to remain with the children, keep them calm and safe. Wild Friday Leader and last staff member to see the missing child to commence immediate search.
3. After five minutes of searching notify school and call the police.

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4. School will contact parents.

### Missing Adult

1. On the discovery of a missing adult use '1, 2, 3 where are you?' procedure and recall the rest of the group.
2. Two members of staff to remain with the children, keep them calm and safe. One member of staff to commence immediate search.
3. If the adult is in need of first aid, follow the first aid procedure.
4. After five minutes of searching notify school and call police.
5. School will contact the adult's next of kin.

### Death or Serious Incident

1. Team to follow the first aid procedures.
2. Wild Friday Leader to remain with the casualty. Two members of staff to remove the group from the situation and ensure they are safe.
3. Contact emergency services.
4. Contact the school at the first opportunity.
5. The police will notify the parents/ guardians/ next of kin.
6. Gain advice on follow up from the police.
7. Report to HSE (RIDDOR), and West Sussex Country Council.

### Stranger or Uninvited Person

1. Challenge the intruder, asking them to leave immediately.
2. Escort them from the camp.
3. If a child is involved the police must be called, and the child/ children involved to be removed from the situation and made to feel safe.

### Behaviour Problems

1. Remove other children from the area of risk, if it is deemed to be necessary.
2. Talk with child after calm down period.
3. Log incident on the form provided in the handbook.
4. Close supervision and monitoring of behaviour.

### Staff Training

All staff are to undertake training from the Wild Friday leader before attending the forest. Staff will be expected to read the handbook, follow and understand policies and procedures.

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Staff will have an understanding of the Wild Friday ethos. All staff are expected to continue their high standard of work in the forest by observing the children, sharing reflections with the Wild Friday team and supporting enquiries.

Staff attending Wild Friday will receive fire training from the Wild Friday leader. Only trained and confident staff will make and tend to the fire.

### First Aid

First aid equipment and any child's personal long term medication will be taken on the outings. Medication is to be kept securely in the medical bag out of the children's reach. Medication will be administered in accordance with the school's First Aid Policy

The Wild Friday leader will keep an up to date outdoor first aid qualification. At least one other member of staff will hold a first aid at work qualification.

A copy of children and staff Health Care Plans will be kept in the handbook for staff to access if needed in the forest. This will include full details of the allergy, likely symptoms, medication, and emergency procedures.

### Handling Allergies on Wild Fridays – particularly in Forest schools

- All staff attending the forest will be aware of any allergies the children and staff members have.
- A copy of the children's individual medical / health care plans will be put in the Wild Friday handbook in the medical bag. This will include full details of the allergy, likely symptoms, medication, and emergency procedures.
- All medication will go with to the forest and will be stored in the medical bag out of children's reach. Medication may be in the form of inject-able adrenaline, administered with an epipen or anapen. Staff members must ensure they are fully aware how to operate this equipment before they take care of a child with such medical requirements.
- We will obtain written consent from the parents for staff to take responsibility of administering to the child any medication prescribed for treating the allergy.
- Ensure there is an adequate number of properly trained staff to cope with an emergency situation.

## EYFS POLICIES AND PROCEDURES

- The medication is readily accessible, clearly labelled with the child's name and instructions for use and that **all staff** members know where it is stored.
- Store any food from home in a clearly marked container away from other food. Ensure all staff are aware that the child should not have food or drink from any other source.
- If required a single member of staff attending the forest must give one-to-one supervision (without being intrusive to the child) at drinks and meal times to ensure no "food sharing" occurs.
- All meals and drinks prepared for the other children must be done so separately for the child's food and drink. Hands must be washed between the preparations to prevent cross contamination.
- All commercially produced product used in the woodland e.g. play dough, clay etc must be thoroughly checked before use.

### Nut free policy

To ensure all children remain safe in the forest we operate a Nut Free Policy in the forest and in the school.

- None of the food or drink we provide to the children contains any nuts and is cooked on the premises in our kitchen which is kept free of nuts.
- Whilst ensuring that there is not nuts in our food, **we cannot guarantee the absence of nut trees in the forest.** However, staff will check for and keep children away from known nut trees.
- Parents and carers must not allow children to bring in food from home. All food is supplied by the school unless prior consent is authorised by the head of school. Cakes for birthdays and other celebrations may be brought in to school and handed to a member of staff. The cake will be cut up and given to the parents at the end of the day to take home.
- Staff may bring their own food to the forest if they are unable to eat the lunch that is available. Staff will be made known of any allergies, they will not bring food that has nuts in it and any other food that a child has an allergy too e.g. shellfish. It is for their own consumption only and they must wash their hands after eating and keep their food separate and out of reach of children.

### Fire Policy

To ensure health and safety around the fire at all times, the following must be adhered to

- Only trained and confident staff will make and tend to the fire.

## EYFS POLICIES AND PROCEDURES

- Fire equipment is to be kept in the lock up when not in use
- The first aid kit is stocked and accessible near by
- The fire blanket is hanging in or right next to the fire circle
- The water bucket is full of water and in the fire circle
- The fire circle rule is upheld by all staff and children; staff are expected to demonstrate wanted behaviour around the fire
- The fire maker has their hair tied back, is wearing appropriate clothing and has nothing hanging down
- All other materials are removed from the fire circle
- Fire lighting equipment is used safely
- Fire equipment must be stored appropriately
- Fire lighting equipment is kept out of children's reach
- Children who are permitted to use the fire lighting equipment with an adult's permission are supervised the entire time and ensured they are using it correctly

### Cooking Policy

Staff who handle and cook food must hold an up to date food hygiene certificate. Cooking equipment must be kept clean, dry and in a safe place. Staff will ensure they have washed their hands with soap and water before handling food. The staff member cooking must check and be sure of any allergies that the children and staff of the group may have. Food may be prepared in the forest with the correct health and safety precautions.

A food probe must be used. The correct temperatures are below;

- All meat should be 75 degrees or above
- Food should be held at 63 degrees or above
- When reheating the food the core should be no less than 82 degrees

Food must be stored and transported safely. All meat must be cooked beforehand and heated through thoroughly. This should be checked with the food probe.

When cooking on a fire we must adhere to the following at all times:

- Children wash their hands with soap and water before handling and preparing food.
- The staff to child ratio must be upheld when the children help to cook.
- The fire circle rule must be upheld during cooking. The fire circle rule is that no one enters the fire circle (inside the logs) without being invited, this applies to adults and children.

## EYFS POLICIES AND PROCEDURES

### Wild Toileting

- Children are encouraged to use the toilet before leaving school.
- Gloves, wipes, nappy bags and spare clothing will be taken to the forest.
- Children must be made aware that 'wild toileting' happens at Wild Friday only and only when they need to go.
- Staff must make the Wild Friday team aware that they are taking a child to 'wild toilet'.
- Only staff that are DBS checked can take a child to 'wild toilet'.
- Children are not to go off to toilet on their own.
- Staff must choose a private part of the forest and be aware of foot paths and the public.
- The staff member will need to take gloves, tissue and nappy bags.
- No litter is to be left in the forest.
- A portable toilet will be available for children if they wish to use it
- A portable toilet will be used for 'wild poos'. This will be emptied into a designated toilet bin, covered with sawdust and sealed with an airtight lid to prevent smells.
- The toilet bin will be cleaned and emptied daily. This will be carried out by double bagging the toilet bin contents and taking it back to school where it will be disposed of in the appropriate bin.

### Ratios

Staff to children ratios will be upheld during the outing to the forest with a minimum ratio of 1 adult to 6 children (1:6) as opposed to 1:8 in school.

As the Forest is an extension of our school provision that we use every week we are able to use these ratios. If using a public space we may not take these ratios due to being unable to risk assess as rigorously. A higher ratio would apply to public spaces that we do not use on a day to day basis.

### Clothing

We ask parents/carers to purchase a set of our Wild Friday dungarees, which ensure that children are kept warm and dry. In the cold weather we would ask for extra warm clothing to be provided (tights, extra pair of socks, hats, gloves, scarves).

Sun cream will be provided by the school, or by a parent/carer if they wish. Sunhats will also be available.

## EYFS POLICIES AND PROCEDURES

### Transport Policy

The staff and children will travel to the forest in a 9 seater car, driven by an allocated member of staff who works for the school. Staff will supervise children there and back. The following must be adhered to

- Road safety and ratio requirements must be followed when getting in and out of the car.
- Staff are to distribute themselves amongst the children when the car is moving
- Children must be buckled up in a safe car seat provided by the school
- All seat belts must be checked before departure
- Staff must wear their seat belts
- Staff must talk to children about car safety
- On arrival at the site the children will depart the vehicle in a safe manor, supervised by staff

The driver will be responsible for making sure the vehicle is road safe. Copies of tax, MOT and service history will be kept in the vehicle and in the office. The Business Manager will keep records of upcoming tax, MOT and service dates in the office diary. The driver will hold a full driving licence.

### Cameras, Videos and Tablets

The use of modern technology plays an important part in the day to day practice, and the use of cameras and computers can support children's learning and development. However, there are risks to children's protection, to minimise these risks, we will ensure the following:

- Staff will not bring in their own cameras to the forest, they will only use cameras provided by the school.
- Photographs should only be taken of children for whom we have permission to do so and there should always be a valid reason for taking photos i.e. to promote children's learning and development.
- No images are posted online i.e. website unless prior agreement is sought.
- Cameras will not be taken in to the nappy changing shed or when taking children to wild toilet.
- Cameras will be signed in and out when taken to Wild Friday
- Tablet computers provided by the school are used by key persons to access on-line journals whilst at school. They cannot be accessed whilst in the forest and the tablets are not permitted to be connected to the internet.
- Tablet computers will be taken to Wild Friday and will be signed in and out of the school.
- Photographs and video can be taken with tablet computers and therefore, the same procedures as for the use of cameras and videos, applies to the use of tablet computers.

## EYFS POLICIES AND PROCEDURES

- Children are not permitted to use tablet devices unsupervised. Staff are vigilant and aware of the risks associated with leaving the children unsupervised to ensure they are only exposed to appropriate online material. The school tablet devices are all key coded.

**Failure to comply with these procedures will result in disciplinary action and may lead to dismissal.**

### Mobile Phones

The Wild Friday leader will have a school issued mobile phone for use while on trips away from the school and for emergency use. The phone will be unlocked or the code known to all staff present. Staff will not take or make personal phone calls on school mobiles.

The use of personal mobile phones is not permitted by any Wild Friday team member at any time.

Staff are to keep their personal mobile phones in the staff room during working hours.

Staff are allowed to use their mobile phones when returning from Wild Friday in the staff room during break times only.

In the event of an emergency, personal mobile phones may be used in the office or off-site with permission from the head of school.

Members of staff ensure that the telephone number of the school is known to immediate family and other people who need to contact them in an emergency. The most senior member at the school will contact the staff member at Wild Friday.

**Failure to comply with these procedures will result in disciplinary action and may lead to dismissal.**

### Tool Use in the Forest

Only trained and confident staff will use the tools individually or with the children. The tool safety check must be carried out beforehand and all tools must be stored safely in the lock up at the forest, or in secure carry crates, and out of the reach of children. All new tools must be checked and risk assessed before use. Risk assessments for each tool are kept in the Wild Friday Handbook and in the school office.

## EYFS POLICIES AND PROCEDURES

### Information Sharing

Please see the school's Data Protection Policy, which is available on the school website or in hard copy from the school office.

### Minibus Use

The school's minibuses are a valuable resource, providing the children access to: off-site visits, Wild Friday and other planned trips.

It is essential that all users of this resource are aware of their legal and procedural responsibilities pertaining to its use. We all have a responsibility for safety when driving. This is important for the health and safety of the passengers, employees and other road users. This section explains where a driver's responsibilities begin and end, what advice is available and where it can be obtained, and what standards are expected. The aim of the document is to emphasise that a culture of safety is worthwhile and ultimately necessary.

#### Use of vehicles for outings

- The school shall inform parents in advance of any routine and special visits or outings involving the transportation of children away from the school.
- The arrangements for transporting children will always be carefully planned and where necessary additional people will be available to ensure the safety of the children. This is particularly important where children with disabilities are concerned.
- All vehicles used in transporting children are properly licensed, inspected and maintained. Regular checks are made to the school's vehicles e.g. tyres, lights etc.
- The school's vehicles are to be kept in proper working order, are fully insured for school use and are protected by comprehensive breakdown cover.
- Our Minibuses are fitted with child seats appropriate for four and five year old children.

When children are being transported child / staff ratios must be correctly maintained.

When planning a trip or outing using vehicles, records of vehicles and drivers (including licenses), MOT certificates and business use insurance are checked. If a vehicle is used for outings the following procedures will be followed:

## EYFS POLICIES AND PROCEDURES

- Ensure seat belts and child seats are used,
- Ensure the maximum seating is not exceeded,
- All children will be accompanied by a registered member of staff,
- No child will be left in a vehicle unattended,
- Extra care will be taken when getting into or out of a vehicle,
  - The vehicle will be equipped with a fire extinguisher, first aid kit and emergency kit containing warning triangle, torch, blankets, wheel changing equipment etc.
- All journey departure and arrival times must be recorded and signed.

### **In the event of a child being lost, the Lost Child Procedure will be followed:**

- Any incidents or accidents will be recorded in writing,
- The local authority will be contacted and informed of any incidents.

**This policy covers our driver as well as any other staff that may need to drive the Minibus and aims to:**

- Provide clear procedures relating to the use of the Minibus,
- Ensure that all users of the Minibus are aware of their legal responsibilities.

## Responsibilities

### **School Responsibility**

It is the school's responsibility to ensure that the vehicle is road worthy, has current tax, has a valid MOT certificate, is insured and is serviced on a regular basis. The school also has a risk assessment of the management and use of the Minibus.

The school will ensure that each driver:

- Has a current valid driver's licence for the class of vehicle concerned,
- Is aware of the checks that must be undertaken by the driver before the vehicle is taken on the road,
- Is aware of the defect reporting system,
- Is aware of the location of the breakdown procedures and has access to the current vehicle documentation.

## EYFS POLICIES AND PROCEDURES

### Drivers Responsibility

It is the driver of any vehicle on the public highway who is responsible in law for the safety of the vehicle. Drivers are reminded of their duty to comply with the Road Traffic Act as detailed in the Highway Code.

The driver must:

- Ensure that they have a driver's licence that is valid for the class of vehicle.
- Notify the school of any change in health or eyesight, all drivers must meet the DVLA minimum requirements and state if eyesight is corrected by glasses or contact lenses.
- Undertake the Minibus daily checks prior to driving the vehicle.
- Report any defects immediately to the school business manager.

### Eligibility to Drive the Minibus

All drivers must be aged between 25 – 70, with a full driving licence. All drivers must produce their original driver's licence to the school business manager.

### Procedures

- The school Minibus must not be used unless the driver meets the criteria set out above
- The head of school has overall responsibility of the school Minibus and has final authorisation on the use of the Minibus.
- The Minibus must be collected from its parking place and returned to its parking space, the keys should be returned to the School Office after every use.
- Any defects must be reported to the school business manager immediately. If the driver has any safety doubts the vehicle must not be taken on the road.
- Any use of the first aid kit must be reported to the First Aid Warden who will arrange for replenishment.
- The vehicle must be left clean, tidy and ready for use at the end of every trip, this includes ensuring that sufficient fuel is in the tank for the next journey.

### Maintenance

- The driver will carry out and record a daily check on the Minibus, this will include checking diesel levels and filling up when necessary.
- The Minibus will be serviced in line with the manufacturer's recommendations.
- A full MOT will be carried out by the required date.
- Drivers are expected to undertake basic checks of the vehicle prior to undertaking their journey.
- Licensing of the Vehicle is the responsibility of the School Business Manager.

## EYFS POLICIES AND PROCEDURES

- A mobile phone must be carried on the Minibus when it is in use, at all times.

### Accident/Breakdown

- The driver should inform the school as soon as possible, the school will then arrange alternative transport and will implement action to the event.
- The insurance company help line number is available in the Minibus.
- Insurance details should be swapped with any involved third party as soon as is possible. Under no circumstances should the driver admit liability (by instruction from the insurer).
- Where it is safe and necessary to do so passengers should be removed from the vehicle and taken to a safe area away from the accident site, where they should be fully supervised, until alternative transport or accident attendees arrive.
- A visual check of the vehicle should take place before the journey resumes.

### Health and Safety of Drivers and Passengers

The driver should state the following to passengers:

- Seatbelts must be worn at all times. This is a legal requirement.
- Everyone should remain seated at all times.

### Emergency Equipment

#### Fire Extinguishers

Regulation 42 and Schedule 7 of the Road Vehicles (Construction and Use) Regulations 1986 specify that every Minibus must carry a British Standard foam fire extinguisher.

#### First Aid Kit

A clearly marked first aid kit will be available on the Minibus, this will be replenished and checked by the school's First Aid Warden.

#### Other Considerations

If at any time the passengers distract the driver, he/she should stop the Minibus until the matter is settled. (Where possible park the bus with the side doors to the kerb). Passengers should remain seated until they are able to be supervised.

## EYFS POLICIES AND PROCEDURES

### Mobile Phones, Cameras, and Tablet Computers

#### MOBILE PHONES, CAMERAS, AND TABLET COMPUTERS

The use of modern technology plays an important part in the day to day practice, and the use of cameras and computers can support children's learning and development. However, there are risks to children's protection, to minimise these risks, we will ensure the following:

#### Mobile phones

- The use of personal mobile phones is not permitted within the school rooms and garden at any time. With the exception of Jodie Webber (teaching partner). Jodie has a continuous glucose monitor sensor that it worn on her body, under the skin. This sensor is connected to her mobile phone and send alerts/alarms when blood glucose levels are too high or low. This helps to manage glucose levels before severe episodes of hypoglycaemia or hyperaemia. This means her mobile phone needs to be always kept within 6 meters of her, at all times.
- Staff are to keep their personal mobile phones in the staff room during working hours.
- Staff are allowed to use their personal mobile phones in the staff room or staff office during break times only.
- The school will provide staff with a school issued mobile phone for use during outings and visits away from the school premises.
- In the event of an emergency, personal mobile phones may be used in the office or off-site with permission from the head of school.
- Members of staff ensure that the telephone number of the school is known to immediate family and other people who need to contact them in an emergency.
- If members of staff take their own mobile phones on outings, for use in the case of an emergency, they must not make or receive personal calls as this will distract them.
- Members of staff will not use their personal mobile phones for taking photographs of children on outings.
- Visitors and parents will be asked not to use their phone at all whilst on the school premises.
- Visitors will leave their bags and mobile phones in the school office and will not be permitted to use their mobile phones on site.
- Staff on Wild Friday will take school mobiles which are only for emergency use and do not have a camera or internet use.

#### Cameras and videos

- Staff will not bring in their own cameras to work, they will only use cameras provided by the school.
- Photographs should only be taken of children for whom we have permission to do so and there should always be a valid reason for taking photos i.e. to promote children's learning and development.
- No images are posted online i.e. website unless prior agreement is sought.

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- Cameras will not be taken into the toilet and bathroom area of the school.
- Staff on Wild Friday/outings will take the school camcorder which they will sign in and out of the school.

### Tablet computers

The school uses Evidence Me, an on-line journal system, for the recording of children's development records.

- Tablet computers provided by school are used by teaching team to access on-line journals.
- Tablet computers are to be kept on school premises at all times.
- Photographs and video can be taken with tablet computers and therefore, the same procedures as for the use of cameras and videos, applies to the use of tablet computers.
- Teaching team members are authorised to log into the Evidence Me application and are given a personal password to access the system.
- Passwords and Pin numbers are personal to the individual and must not be shared.
- Staff will not use school tablet computers for social networking.
- Tablet computers will not be taken into the toilet and bathroom area of the school.
- Children are not permitted to use tablet devices unsupervised. Staff are vigilant and aware of the risks associated with leaving the children unsupervised to ensure they are only exposed to appropriate online material. The tablet devices are all key coded.

**Failure to comply with these procedures will result in disciplinary action and may lead to dismissal.**

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### No Smoking

Child health and wellbeing is of the utmost importance for the children in our care. Smoking has proved to be a health risk and therefore in accordance with current legislation, we operate a strict no smoking policy within our buildings and grounds. This no smoking policy includes the prohibited usage of vaping and e-cigarettes.

Since July 2007, it is illegal to smoke in enclosed places. Staff, parents, carers, students and visitors are respectfully required to abstain from smoking whilst on the premises, both inside the building and within the grounds. Staff accompanying children outside the school are not permitted to smoke e.g. whilst on an outing.

Staff will be expected to go out of the school grounds and off the premises to smoke if they need to and only during break times. If employees are found to be smelling of smoke, they will be required to go home and change their clothing. If this affects the return to work time (i.e. more than their permitted lunch break), the amount of time lost will be deducted from lieu time or wages.

## EYFS POLICIES AND PROCEDURES

### Outings

This section is to be read in conjunction with the school's Off-Site Activities and Educational Visits Policy, which is available on the school's website, or in hard copy from the school office.

As part of the curriculum planning we occasionally will want to take the children off the premises and undertaking outings. When outings take place every care will be taken in the planning and organisation of such events, for the safety and welfare of the children.

#### Aims:

- To extend the child's learning experience.
- To support the belief that wherever possible that experiences learned should be first hand.
- For children, parents and adults to see that learning takes place all the time, not just at set times within the premises.
- For children to have experiences alongside other children, to have shared experiences.
- To allow children's discussion further within the group as experience gained.
- For the group to be seen as part of the local community and for the children to learn about the environment, community and the local area, how it functions and its history.

#### Part of the Learning Experience:

Talk about the purpose of visit, what will the children be looking at or doing, how they will be organised and expected to behave.

#### Types of Outings

Different types of outings take place and each will require slightly different preparations and staffing levels.

These include:

- \*Trips on foot, e.g. visits to the park, the library, local markets and places of interest.
- \*Trips requiring transport to places like museums, farms, etc.
- \* Wild Friday/ Outdoor Learning

#### Wild Friday

Wild Friday supports children's learning within the outdoor environment including such things as; den building, building bridges, pond dipping and much more. This is a fabulous and exciting opportunity for your children to go out into the local forest and experience a new way of learning. We will go in small groups, three adults to twelve children. The Wild Friday Programme which will take place once per week throughout school term time. In the cold weather we would ask for extra warm clothing to be provided (tights, extra pair of socks, hats, gloves, scarves). We will provide all in one weather suits. Staff will supervise children there and back. We ask permission to transport children by mini bus and car seats will be provided by us.

## EYFS POLICIES AND PROCEDURES

First aid equipment and any child's personal long-term medication will be taken on the outings. It is expected that children will arrive at the school dressed appropriately for the weather.

### Outings organisation:

- There will be a minimum of 1:4 ratio and the children will walk in 3's with the adult on the kerbside if near a road.
- Care will be taken when crossing any roads and an adult will 'hold up' the traffic until all children are crossed.
- All staff members will be briefed as to their role and what is expected of them.
- The reception teacher will be responsible for carrying a mobile phone and any relevant telephone numbers.

If a small group is leaving the school, there will be a record of what children remain at school and what children are on the outing. A copy of this is to remain at the school office and a copy to be taken on the trip. If the whole group are taken out or the excursion is further afield, copies of contact details are to be taken, plus first aid kit. Parental authorisations must be in place for all outings.

## Parent and Carers Code of Conduct

As part of working together with parents/carers as a community and to ensure we have a friendly and safe school for your children, we expect all parents/carers to follow our parent and carers code of conduct. Please note, requirements may change at short notice in line with COVID-19 restriction and/or infection risk control measures.

We expect:

- All parents must buzz the buzzer individually to be let into the school. Parents must not let anyone else into the school.
- No parking in the staff car park (within the black metal fence directly in front of the school building), instead parents are asked to park in the parent / visitor car parking bays off the access road
- All parents/carers to respect our **5 mph** speed limit on the access road and in the parent/visitors car park to protect our children and staff.
- All parents/carers to follow parking rules and park as considerately as possible.
- All parents/carers to be considerate and courteous to each other when dropping off and collecting from the school grounds.
- Visitors, parents and carers must follow our **no smoking** policy on the school grounds.
- Parents/ carers to ensure that other people collecting their children are aware of the above.

## EYFS POLICIES AND PROCEDURES

- All parents/ carers must follow are no mobile phones policy while on the school grounds.

### Parental Involvement

Parents are the first educators of their young children. Our aim is to support their work, not to supplant them.

We will:

- Ensure that all parents are informed on a regular basis about their child's progress.
- Welcome contributions from parents/carers whatever form they take.
- Have an open door policy to parents/carers with regard to discussion around the needs of their individual child.
- Ensure parents/carers are informed about parents meetings, open evenings etc.
- Work in partnership with parents/carers in the well-being, guidance, caring, development and education of their child.

### Safeguarding

#### General statement

We are committed to the protection of children. As persons responsible for the safety and well-being of young children in our care, staff members accept responsibility for learning about definitions of abuse, recognizing the signs of abuse and knowing the procedures for reporting suspected abuse. We believe that where there are grounds for concern it is better to be over-cautious than to risk a child's safety.

The EYFS / Reception Class is covered by school Safeguarding and Child Protection Policy, which is available on the school website or in hard copy from the school office.

### SEND and Inclusion

SEND stands for **S**pecial **E**ducational **N**eeds and **D**isability.

This section is to be read in conjunction with the school's Special Educational Needs and Disabilities (SEND) Policy, which reflects the aims and practice of the school and which supports inclusion. It is available on the school's website, or in hard copy from the school office.

Inclusion is meant in the widest sense. It incorporates children and young people as well as the rights of parents/carers, students and all staff. It includes individuals with special educational needs and/or

## EYFS POLICIES AND PROCEDURES

a disability, as well as those from minority ethnic groups; the travelling community; and any other diverse cultural groups.

It also includes those with English as an additional language and children in public care (looked after children). Those with specific medical needs; suffering from low self-esteem; or experiencing mental health difficulties are also included.

It also incorporates the rights of the child and equal opportunities, as well as any other groups at risk of exclusion or social exclusion.

### Aims

1. All children have a right of full access to Early Years Education through the Early Years Foundation Stage Framework.
2. All children have a right to expect to learn in a caring and considerate environment where the staff and the children are all valued for their contribution to school life.
3. The school is committed to the early identification of children with Special Educational Needs or Disability (SEND) and to adopting clear and open procedures which are outlined here and the school's main policy.
4. The school is committed to working closely with parents who are fully involved in all decisions that affect their children's education.
5. The school will provide, within available resources, the highest possible quality support and inclusive education for children with SEND.

### Purpose

1. To meet the individual needs of children in our school.
2. To ensure that Inclusion and Equal Opportunities are put into practice.
3. To raise quality and standards.
4. To recognise the rights of the child.
5. To encourage parent/carers to use the provision.
6. To increase awareness.

The role of our Special Educational Needs Co-ordinator (SENDCo):

**Our designated Special Educational Needs Coordinator is: Jo Epps**

Our School SENCo:

- Works with other staff to agree and implement the Inclusion and SEND Policy
- Co-ordinates the Special Educational Needs and Disability provision within our school

## EYFS POLICIES AND PROCEDURES

- Offers support for parents and a close liaison about their child's development/needs
- Supports staff development
- Liaises with other agencies
- Keeps appropriate records
- Assists staff in making observations and assessments
- Assists staff in planning for children with Special Educational Needs and Disabilities
- Contacts our Area SENCO at an early stage for informal advice and support

### When a child starts

When a child starts at school we carry out a home visit to gather as much information as possible about the child and family life and start to build a bond between the child, key carer and the family. Children and parents/carers are invited into school for several settling in events and induction meetings to enable children to feel comfortable. Some children will require a phased starting school period where they may attend school up until lunchtime for a period of two weeks should they need to. This decision would be made with parents/carers and class teachers and ultimately approved by the Head of School.

All parents must read and agree to adhere to the school's policies when their child starts. Parents are asked to complete parent care plans and permission slips and in addition a medical health care plan if one is required.

A member of the class teaching team (key carer) will welcome and help settle the child in to school.

After 6 weeks approximately (dependant on the child settling in) a settling in report is completed which is shared with the parents/carers and a baseline progress check completed plotting their development.

### Partnership with Parents and Carers

Parents are consulted at every level of intervention. Parents have a right to be involved in discussions about their child. Procedures should be explained to parents in order to develop a close working relationship and so parents can be made aware of the targets being set for their child. Parents should be offered advice about how they can work with their child at home if they would like the advice. The effectiveness of any intervention will depend upon the level of involvement of parents. Consultation with parents is made informally on a daily basis as well as at Parents' Evening. Additional consultation is made at either the parents or the school's request at a mutually convenient time.

### Identifying SEND

In addition to information that may come from parents/carers upon their child starting. The key carer will be responsible for monitoring and reviewing the progress and development for all their key children and informing other practitioners if they have noted something about one of their children. Upon doing this the information is then passed onto the school SENCo who will liaise with every party involved with the child's care/development.

## EYFS POLICIES AND PROCEDURES

### **Involving specialists**

Where a child continues to make less than good progress despite evidence-based support and intervention. The SENDCo will consider involving appropriate specialists i.e. Speech and language therapists, health visitors, educational psychologists etc. The specialist team may be able to identify effective strategies, equipment or programmes to enable the child to make progress towards the desired learning and development outcomes. Any decision involving a specialist will be taken into account with the child's parents/carers.

### **Requesting an Education, Health and Care needs assessment**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child and the child has not made good progress we will request and Educational Health and Care needs assessment.

### **Record keeping**

As a school we are required to maintain a record of children under our care as required by the EYFS framework. Such records are available to parents and they must include how the settling supports children with SEND.

### **Funding**

Funding maybe sourced via the local authorities.

## EYFS POLICIES AND PROCEDURES

### Settling In

We want children to feel safe, stimulated and happy in the school and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's wellbeing and their role as active partners with the school.

We aim to make the school a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

When a child starts they will be assigned a key worker who will be responsible for ensuring that their introduction to school goes as smoothly as possible. This person will also liaise with the parent on a daily basis when taking in and handing over the child at the beginning and end of the day. This will depend on staffing, so you may find that another member of staff may deal with you in the absence of the child's normal key worker.

The key worker will contact the parent before their start date to introduce themselves and book settling in sessions. The key worker will discuss with the parent the child's interests, so we can provide activities/ resources for when they come for their settling in sessions.

We recommend the following settling in sessions, but we can do more if the child has still not settled in this time:

- 1 x home visit- we feel these are beneficial so the child gets to see their key worker in their own home so they know you are comfortable with them. It is also a quiet and comfortable environment to discuss the child's daily routines etc. Lots of information will be gained about the child's likes/dislikes/allergies/learning style/emotional development at the home visit. This information will be shared with all the school staff afterwards.
- Invitation to attend induction and settling in events at school (such as a picnic and games afternoon) prior to term starting.

Parents can ring into the school during the school day to see how their child is getting on if they are concerned they haven't settled in.

Above all, this is a time when parents are always welcome to discuss their concerns and resolve any teething problems. Your child's first few weeks at Atelier 21 will be the foundation of a happy, secure childhood, and their time at school will give them the confidence and skills to enjoy a successful school career.

## EYFS POLICIES AND PROCEDURES

### Sickness in Children

This section is to be read in conjunction with the school's First Aid Policy, and COVID-19 Policy, both of which are available on the school's website, or in hard copy from the school office.

We have exclusion timetables which we will advise parents on for certain illnesses to ensure that we are not spreading the risk of infection. This timetable is provided to parents in the Parent Information Pack on registration of their child. The information is taken from and in line with the Health Protection Agency's guidelines. We will accept children with common colds, runny noses etc. as these are part of our everyday life. The child must be generally well in themselves and they must not have a temperature without Calpol or any other temperature-reducing medicine needing to be administered. If the child cannot control their own temperature without Calpol or any other temperature-reducing medicine they will need to be picked up and taken home.

Children with infectious or contagious illnesses or conditions are to be kept away from school until the condition has cleared or any remaining symptoms have been confirmed to no longer be contagious or infectious by a doctor.

If a child becomes ill during the day the parent/carer should be informed as soon as is practically possible and will be expected to collect their child if deemed necessary by the head of school or senior staff.

In the event of a notable disease being identified as such in the Public Health (Infection Diseases) Regulations 1988 they will inform Ofsted. We will act on any advice given by the Health Protection Agency and inform Ofsted of any action taken. We will pass relevant advice and information on to all parents with children attending the school.

We will notify Ofsted of any food poisoning affecting two or more children looked after on the premises.

## EYFS POLICIES AND PROCEDURES

### Social Networking

**This policy covers the use of all social networking web sites. The most commonly used are Facebook and Twitter but there are many others which are too many to mention by name.**

It is important when using social networking sites such as Facebook or Twitter that staff and parents/carers maintain confidentiality and ensure proper practice at all times. This is to protect the children, parents & families of the school along with the staff. It is also to guard the school reputation and the staff's own personal reputation.

Staff and parent guidelines when using social media sites include but are not limited to:

- Staff and parents/carers must not mention the names of any of the children from the school on their online profiles
- Staff and parents/carers must not write direct or indirect suggestive comments about work on their online profiles
- Staff and parents/carers must not publish photos of children at school from Evidence Me on to their online profiles
- Staff and parents/carers must not publish photos of other staff while they are in the school on their online profiles
- Staff and parents/carers must not write anything about other staff members on their online profiles
- Staff and parents/carers must not use mobile phones to take photos in the school or to access social networking sites
- To maintain professional boundaries staff should not accept personal invitations to be friends from parents of the school unless they know them in a personal capacity
- Staff members are advised to set their online profiles to private so that only friends can see their information.
- Personal profiles should not contain any images or videos which may be perceived as inappropriate behaviour for an educational professional, or that may bring the school into disrepute.
- Staff will not have the school name anywhere in their personal profile.

**Any breaches of the social networking policy could result in disciplinary action and dismissal.**

## EYFS POLICIES AND PROCEDURES

### Toileting

In order to ensure that infections are not passed between children, staff and parent/carers, the following policy must be adhered to at all times.

- The toilets must be checked to ensure the cubicles and sinks are clean and tidy
- Soiled clothing should be bagged and placed in the child's bag. Heavily soiled underwear will be placed in a bag and disposed of in the appropriate bin.
- The member of staff should wash their hands with anti-bacterial soap if they have been in the children's bathrooms.
- Staff members encourage children to use the toilet frequently to help avoid accidents.

Learning to be independent in the toilet is a big step for a child and children we will ensure that positive encouragement and praise will always be given to the child. Children are expected to be out of nappies and capable of independent toilet use, notwithstanding occasional accidents, before commencing their place at the school.

Other steps that must be followed at all times are:

- Children to wash hands before meals and after they have been outside.
- Children to be encouraged to cover their mouths when coughing and sneezing and to wipe, blow noses and dispose of tissues hygienically

### Transitions

Transition concerns the changes a child encounters from one place to another e.g. from home to school, attending more than one school provision and starting school. Often these transitions involve a process of change that requires them to adapt their thoughts, feelings and behaviours to meet new expectations.

Through the implementation of this policy, Atelier 21 aims to work in partnership with parents/carers, practitioners from other schools and/or childminders and school staff to share information about the child and what support he or she may need. We offer support and understanding to the period of adjustment by children and parents/carers as they adapt to change.

#### The transition from home to school

## EYFS POLICIES AND PROCEDURES

At Atelier 21 staff members are sensitive to the needs of the children and parents/carers when they first start to attend school and have much experience in this area. Practitioners understand that children settle differently in their own time and the school is able to accommodate the differing needs of individual children. We offer the following support:

- Home visits
- Information sharing through pupil profiles and online learning journeys
- Settling in sessions via induction and settling in events
- Special arrangements to support children who speak English as an additional language, or who have learning difficulties e.g. staff using words in the child's home language and obtaining support from outside agencies.

### How parents/carers can support their child

We understand the importance of parent/carers role in providing stability and continuity throughout the transition process for their child, the following are ideas for offering support:

- Preparing your child for school by talking through what you and your child expects school will be like
- Talk to your child about their teachers and their key teacher. On request of parents we can supply pictures of the staff so the child can get to know them via the parent before coming to school.
- Allow time to talk through your child's worries and concerns
- Share information about your child during settling in sessions
- Be involved in the sharing of information between schools/childminder

### **Uncollected Child**

**Children are in the care of the School until they are handed over into the care of the parent/carer.**

The times and procedures for collection of children should be made clear to parents/carers in the information given to them prior to their child starting at school. Occasionally, a parent may be delayed and a child is collected by another family member, friend or neighbour.

- If a child is not collected after a reasonable time of the session finishing, the parent/carer should be contacted by telephone.
- If there is no contact at home, all efforts will be made to contact the parent/carer either at work or on mobiles.

If either of these options prove unsuccessful then the emergency contact number must be used. If the emergency contact can collect the child, then ID MUST be produced.

## EYFS POLICIES AND PROCEDURES

All effort by the senior member of staff must be made to:

- Contact and update the proprietor
- Continue to try to contact the parent/carer and advise them of the situation. This must continue until contact is made and we are assured the parent/carer has the child in their possession.

If no one is able to take the child and staff members are not able to wait beyond a reasonable time, the DSL and / or head of school should be notified and the matter referred to the relevant local authority safeguarding team. Again full ID MUST be requested and full contact details of where the child is to be taken.

### Visitor

From time to time Atelier 21 will have visitors to the site for many reasons ranging from Ofsted Inspectors, maintenance contractors or repair technicians, to visiting speakers. This policy is to ensure the safety of the children as well as the staff remains a priority at all times.

- Any visitors to the school can only gain access via the door access control system (DACs) controlled front door or side entrance, both of which can only be operated by a member of staff with an access fob.
- The garden gates remain locked whilst the children have access to the garden. No visitors may access the garden area without a member of staff granting entry.
- All visitors must state the purpose of the visit and who they are coming to see. If a visitor arrives without an appointment they will be required to provide a form of photo ID identification, this identification should be validated if a member of staff is unsure by telephoning the department they represent to confirm their visit.
- All professional visitors must provide their DBS certificate and a form of photo ID.
- All visitors will sign the 'visitor's book' on arrival and departure. They must sign in to the visitor's book as soon as they arrive and be escorted to the appropriate room by a member of staff. They must be supervised at all times by a member of staff. Before leaving the premises visitors must first inform a member of staff and sign out.
- The 'visitor's book' can be found in the school office / main reception area and visitors are required to provide the following information:
  - Name
  - Times of arrival and departure
  - Purpose of visit
  - A signature
- Visitors will not be permitted to use mobile phones whilst on the school premises. Visitors will be asked to leave bags and mobile phones in the office.

## EYFS POLICIES AND PROCEDURES

- Any visitor that is intending to stay at the school for any length of time will be given a 'Visitors Information Sheet', which gives details about things that they may need to know whilst they are on the premises.

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