Potters Green Primary

EYFS Policy 2025-2026

Local Level Policy

Date effective	22.10.25
Review Cycle	Annually
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Committee approved by	Potters Green Local Governing Body
Author	Miss Lorna Moore/EYFS Lead

Date	Notes

Part of the Castle Phoenix Trust
Leading Learning and Excelling Together

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS), effective from 1 September 2025.

Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Potters Green Nursery and Primary School, children can join our pre-school the term after they turn three and join our Reception classes in the academic year that they turn five.

At Potters Green School we offer nursery places for 3 & 4 year-olds in our school based nursery setting. We offer both 15-hour and 30-hour provision and staffing is in accordance with EYFS guidelines. The governing body applies the regulations on admissions fairly and equally to all those who wish to attend this school nursery setting.

Potters Green School has the following places available in the nursery setting.

Total of 52 places, comprised of the following:

- 10 morning places (8:40am-11:40am)
- 10 afternoon places (12:20am-3:20pm)
- 16 all-day places (8:40am – 2:40pm) *

*These are subject to eligibility criteria defined by the government. Parents will apply online and will be given a unique code. More information can be found by visiting www.childcare-support.tax.service.gov.uk

If all day places are not filled, the school reserves the right to offer additional morning and afternoon sessions in their place up to a total of 26 morning and 26 afternoon sessions.

Children in receipt of 30-hour provision can stay until the end of the afternoon session if parents wish however the additional time from 2:40pm to 3:20pm is chargeable without exception. The current cost of this is £4.70. All 30-hour children will need to either provide a packed lunch or pay for a school hot meal for their lunch.

Vision Statement for EYFS

Our vision is to nurture the bright futures of our pupils, broadening their life experiences and enabling them to develop key skills for future success. Therefore, we are committed to providing the best possible start to our pupils school life, teaching them skills and giving them experiences which will ensure their well-being now and success in the future.

EYFS Curriculum Intent

In the EYFS at Potters Green, we start our children on the curriculum journey, as part of the Whole School Curriculum Intent. We take the time to find out about our children as a community of learners, and we take time to build into the curriculum opportunities and experiences that the children have not yet experienced.

In addition to the Early Learning Goals, we have identified essential skills and behaviours that we know are important for our children to develop for future successes. These are expressed in the following Key Outcomes:

Key Outcomes

1. I am independent and resilient
2. I am physically active and can use gross and fine motor skills correctly
3. I can communicate and work with others with confidence
4. I am part of my community
5. I love reading

The session start and finish times are non-negotiable.

At Potters Green School there are two Reception classes. Each class has 30 spaces. Children are allocated a class upon entry but have access to the shared outdoor learning environment and can access the continuous provision (learning activities) across both classrooms.

The school day begins at 8:50am and ends at 3:20pm. The gates open at 8:40am each morning. The children have lunch from 11:45am-12:55pm each day.

Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

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

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Planning, Teaching, and Assessment

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classrooms are set up in learning areas, where children can find and locate

equipment and resources independently. The EYFS classrooms have access to an outdoor area, and we are also fortunate to have weekly activities in our Woodland Area, which is located within the school grounds. We plan and teach activities and resources for the children to access outdoors, which help the children to develop in all 7 areas of learning.

Our planning focuses on the children's needs, their interests, and their stages of development. We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum that follows children's interests and ideas, supported using high-quality texts and a range of experiences to bring the curriculum to life. We seek opportunities to make links between the areas of learning and plan next steps accordingly. Each area of learning and development is implemented through planned, purposeful 'play' as well as adult-directed learning to enable the children to build on what they already know. In class the children may be taught as a whole class, in small groups or individuals to ensure that all children are progressing from their own individual starting point.

Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

Within the first 6 weeks that a child **starts Reception**, staff will administer the Reception Baseline Assessment (RBA). [The requirements for the RBA are set out in Annex B of EYFS statutory framework].

In the final term of the academic year in which the child reaches age 5, staff complete the EYFS profile for each child (before 30 June in that term). Each child is assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

We share the EYFS profile with the child's Year 1 teacher. This helps to inform a discussion between Reception and Year 1 teachers about the child's stage of development and learning needs and helps with planning activities in Year 1.

The school shares the results of each child's EYFS profile (but not the Reception Baseline Assessment) with their parents and/or carers.

Staff at Potters Green School plan learning activities for both the indoor and outdoor environment. After carrying out a baseline assessment for every child in Nursery and the RBA in Reception, staff then look at what the specific needs are

within the cohort to enable each child to be on track to meet the Early Learning Goals (ELG). Staff plan activities and experiences for children that enable children to develop and learn effectively.

Staff also consider the individual needs, interests, and stage of development of each child in their care and use this information to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Planning includes Literacy, Mathematics, outdoor learning, and indoor learning plans. All seven areas of the Early Years curriculum are embedded within these plans.

Through our knowledge of each child's formative assessment the team plan exciting and engaging activities to inspire the children. We follow the interests of children but also include significant events from a range of cultures for example Diwali, Christmas, Lunar New Year, etc. There is often a whole class theme based around high quality texts, current topics or significant events. We take advantage of cross curricular links in order to combine transferable skills and develop a wide-ranging vocabulary which underpins the children's learning. In addition, we strive to make the most of focused moments where teaching and learning can be maximised in a one-to-one way with teacher and child.

A yearly overview is created but can be adapted and changed throughout the year as each cohort shows their own specific interests and needs.

At Potters Green we have a progression in skills document that teachers use for planning. This document shows progression in learning through small steps from Nursery to Year One. This document allows teachers to plan specific skill-based activities to enable children to make progress within all areas.

At Potters Green, the children learn through a balance of child-initiated and adult-directed activities and challenges. The timetable is carefully structured for the children to have directed teaching during the day. The timetable changes throughout the year take into consideration the developmental needs of the children. These sessions are followed by group work where children work with a member of staff to develop their individual targets. This focused group time enables the teacher to systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning. Children are provided with plenty of time to engage in 'exploration' within our indoor and outdoor

classrooms. The learning environment is planned and organised to encourage children to become independent, creative, self-motivated and in control of their own learning. All areas are planned in a cross-curricular way to enable all aspects of the children's development to be connected, including Understanding the World and Expressive Arts and Design, to promote sustained thinking and active learning.

Children's learning is documented in whole class floor books and an individual learning journal. In Reception children also have a mathematics, literacy and phonics book. Evidence is obtained through observations, photographs, 1:1 focused work and group time activities. Floor books contain whole class or group activities and observations that the children have participated in. Individual observations are documented in the child's individual learning journal. Parents and carers are invited to add contributions of any experiences or achievements made outside of school. This means that parents can engage with children about their learning and can contribute to the knowledge we have of the child in school. In addition, the characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations and assessments of children.

Reading and Phonics

Reading is the key to our curriculum at Potters Green and one of our aims is that children have a love of reading right from starting with us in Nursery. High quality texts are chosen by teachers to read to the children and to inspire the curriculum. Children enjoy story time and retelling stories both with the adult within the setting and within their own independent play.

At Potters Green School reading is taught through Read Write Inc (RWI). Read Write Inc is a high-impact phonics programme developed by Ruth Miskin. It helps children learn to read and write.

We want your child to love reading – and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read.

We start by teaching phonics to the children in the Nursery class in the summer term and in the Reception class during the autumn term. This means that they learn how to 'read' the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps children learn to spell. We teach the children simple ways of remembering these sounds and letters using mnemonics. Children are assessed every six weeks and then grouped to ensure that they are making the expected progress and to ensure that they are grouped

with children who also need teaching the same sounds/words and are of the same reading ability.

The children also practise reading (and spelling) what we call 'red words', such as 'once,' 'have,' 'said' and 'where'.

The children practise their reading with books that match the phonics and the 'red words' they know. They start thinking that they *can* read, and this does wonders for their confidence.

The teachers read to the children, too, so the children get to know all sorts of stories, poetry, and information books. They learn many more words this way and it also helps their writing.

Children are also encouraged to read at home. They are given books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers. Children have a book to read that matches their phonic ability (book bag book), the phonics book they have been reading in their Read Write Inc group and a book to share with an adult. All children also have access to a weekly library session where a story book is chosen by each child and taken home to encourage reading for pleasure.

Mathematics

In Reception we use White Rose Maths as guidance for mathematical teaching. White Rose Maths helps children develop their conceptual understanding of mathematics by using concrete objects, pictorial representations, and abstract thinking. In Reception maths has an emphasis on studying key skills of number, calculation, and shape to support children to develop deep understanding and the acquisition of Mathematical language. Explicit connections are made where possible. For example, when focusing on the number 3, we discuss how the number 3 relates to triangles, etc. Children learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration and in adult lead activities. These collaborative and practical mathematical experiences are carefully designed to help children remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts. Teaching Mathematics in such a kinaesthetic and practical way, supports our children to become logical problem solvers that can demonstrate resilience and justification when learning. All children are exposed to the same learning, and support is given where necessary in terms of pre-teach sessions and follow up sessions to secure understanding. Our confident mathematicians are encouraged to talk about their maths and develop their ability to reason.

Literacy

At Potters Green School we teach literacy lessons as Drawing Club in Reception and Scribble Club in Nursery. These programmes created by Greg Bottrill develop children's imagination, writing and fine motor skills. This pedagogical approach involves using a story, a tale or an animation as a basis for weekly creative drawing activities. A new, high quality text (which could be a tale, a story, or an animation) is introduced each week to engage children and serve as a basis for the activities. The program is designed to enhance skills in creativity and imagination, fine motor control, early writing and vocabulary development. Children create drawings inspired by the story, such as characters, settings or imaginary adventures. Children learn new words, developing their vocabulary, often creating actions to help them remember the words in context. Children begin to write 'codes' (words) that become more advanced throughout the year according to their phonic ability. Drawing Club highly engages children, motivates them and brings them confidence and joy when learning to write. Children make progress in all areas of learning using Drawing Club in Reception and Scribble Club in Nursery. The children then continue to develop their skills as they enter Year One and follow 'Curious Quests' in literacy.

Assessment

At Potters Green School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers.

Within the first 6 weeks that a child starts in Reception, staff will administer the Reception Baseline Assessment (RBA). Also, within the first 6 weeks of a child entering Nursery a baseline assessment will be carried out. Each child will be assessed against the Potters Green milestones.

At the end of each term a summative assessment will be carried out on each child. Each child will be assessed against the Potters Green milestones for all 17 areas to track whether children are 'on track' or 'not on track' to meet the Early Learning Goal. This allows us to then assess whether children need any additional support to ensure that they can meet the Early Learning Goal.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development

- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Progression in Learning milestones documentation) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Assessments also happen at the end of each term against the Potters Green Milestones.

Transition to Year 1

In the final term of their Reception year, the Year 1 teachers will meet with the Reception team and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive, and appropriate curriculum that will meet the needs of all children.

Working with Parents and Carers

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We welcome and encourage parents to participate in their child's education and care in numerous ways.

Parents/carers are initially invited to an information evening prior to the child starting in Nursery or Reception which sets out expectations and gives parents opportunities to meet the teacher. All parents/carers are then given a home visit which is an opportunity for parents/carers to let the teacher know everything there is to know about their child. Parents are also welcomed into Potters Green School for a stay and play session prior to the child starting in Nursery or Reception.

Once the children begin Nursery or Reception, we encourage parents/carers to become part of the child's learning journey in school. This is done in a variety of different ways including stay and play sessions, curriculum workshops, sports

days, and attending any activity days or specials events. Parents are also invited to send in any 'wow' moments that the child might participate in outside of school to be documented in the child's learning journal and for the child to share with their peers.

Parent consultation meetings are held in the autumn and spring terms. In the summer term a formal report sharing the child's achievements throughout the year and the teacher's formative assessment judgement is given to the parents. During these appointments parents/carers are able to look through their child's books and discuss their progress. However, if a parent or member of staff feels it appropriate to meet in addition to this, appointments are readily made.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Uniform

What do the children wear to school?

At Potters Green school the children are expected to wear the correct school uniform. By wearing uniform, it enables the children to feel that they belong to THEIR school and instils a strong sense of identity and belonging within the school. It also removes unnecessary peer pressure with children not being expected to have the latest fashions or trends in clothes, etc.

Boys	Girls
• Plain red sweatshirt/cardigan (preferably with the school logo) • Plain white shirt or polo shirt • Grey or black trousers or shorts • Red zip-up fleece • Black sensible and appropriate footwear - preferably not trainers	• Plain red sweatshirt/cardigan (preferably with the school logo) • Plain white shirt or polo shirt • Grey or black trousers, skirt, pinafore or shorts • Red checked summer dress • Red zip-up fleece • Black sensible and appropriate footwear - preferably not trainers

We are happy for children to wear plain items of clothing with no logo, but if you would like school uniform bearing our logo, it is available from Cat Ballou, The Burgess, Coventry - www.catballou.co.uk. Prices can be obtained from the school office. Very young children are encouraged to be as independent as possible, and this is helped by sensible clothing i.e. pull-on trousers and velcro shoes. Children in Reception are encouraged to have a pair of wellington boots in school so they can access the outdoor area fully.

Footwear

Parents are encouraged to send their children to school in black plain shoes rather than trainers. High heeled shoes and/or boots are not to be worn as children run and play during playtimes and dinnertimes so these can be dangerous to themselves and others.

P.E

- It is important for children to have a change of clothes for P.E.
- The PE uniform is a plain unbranded white T-Shirt and plain black shorts.
- We recommend that children wear a sun hat during the summer months.
- Children should not wear T-shirts with a written message on.
- Hair should be tied back when having a PE lesson.
- We recommend that children have PE kits in a drawstring bag.

All items of clothing should be clearly labelled with your child's name.

In addition, we ask that children bring in water in a named water bottle.

Jewellery

On health and safety grounds children are not permitted to wear jewellery in school.

- **PIERCED EARINGS -** Children should not wear jewellery to school. This includes necklaces or bracelets. Children with pierced ears are only permitted to wear plain stud earrings. Children will be required to remove other types of earrings if worn within school as they are a safety risk when at play and during PE lessons.
- **WATCHES** – Watches can be worn by pupils to read the time; they are not a fashion accessory. Apple watches and other watches which connect to the internet e.g. to access social media, send messages or take photographs are not permitted for safeguarding purposes. All watches are to be removed for PE for safety reasons.

- **RELIGIOUS** – If a parent wishes a child to wear an item or jewellery due to religious observance/insignia this is to be discussed with the school and agreed in advance.

The school takes no responsibility for looking after any forms of jewellery within school.

Make up/Cosmetics/Nail Varnish

Make up, cosmetics and nail varnish are not considered appropriate or consistent with our school uniform. The school does not permit such products to be worn by any children unless there is a specific event for which the Head has given prior permission. Nail varnish must be removed before children come back to school.

Hair Accessories

Children should not be wearing elaborate headbands, scarves or hair decorations. Medium to long hair must be tied back for PE. Failure to tie hair back could lead to children not able to take part in some of the PE activities on health and safety grounds e.g. climbing apparatus in the hall.

Behaviour – Please see additional behaviour, discipline, and incentives policy for more information

At Potters Green we believe that children learn best when:

- They feel safe
- They are happy
- They feel valued as individuals
- They feel that they are treated fairly by everyone

To do this we aim for:

- All children to demonstrate good behaviour, self-discipline and respect at all times, both in and out of the classroom.
- Children to learn to manage their own behaviour and to be responsible for their own actions.
- A culture to prevent all forms of bullying. Bullying has no place within the school.
- Consistent calm adult behaviour.
- Restorative practices.

Values

At Potters Green we expect everyone in school to show our 3 core values:

- Respectful
- Resilient

- Responsible

We are **Respectful** by being honest and valuing ourselves, other people and property by showing kindness in the way we treat others.
We are **Resilient** by managing our feelings by coping and bouncing back after experiencing new challenges or different/difficult situations.
We are **Responsible** by taking personal responsibility for our learning and actions, behaving sensibly and making good choices.

These 3 key values will underpin the operation of our Behaviour, Discipline and Incentives Policy and staff must keep them in mind when applying the policy. The Values are used consistently across the school and children are taught through assemblies, RSHE lessons and Thrive activities/assemblies linked to individual class action plans how to demonstrate these values at different ages and in different places in and out of school.

School Rules

The following statements constitute our school rules. It is anticipated that staff and parents/carers will explain these rules to every child taking account of their age and these will be displayed in each classroom or shared area and will be referred to regularly. These rules link with the values of our school. They can be applied through the school and our community and be applied to all areas and environments.

Our School Rules

At Potters Green School we aim to always be our best self, even if people aren't watching. Our school rules help us to do this.

- *We are kind and helpful*
- *We always have good manners*
- *We look after everyone's property*
- *We are honest and take responsibility for our actions*
- *We respect differences as we are all equal*
- *We work hard*
- *We will not hurt others*

INCENTIVES: Positively Reinforcing Good Behaviour

Based on the principle/expectation that good behaviour will be the expected norm; teachers, support staff and the school's management structures will have a range of formal and informal methods of reinforcing good behaviour.

We have a range of school-wide means of rewards which can be used and applied to children following any of our school rules in all areas of school. Rewards are reviewed regularly and are changed periodically when celebrating new initiatives or at the request of pupil voice.

They are as follows:

Star Child of the Week

Star Child Certificates and stickers are presented to 2 children (1 girl, 1 boy) on a Friday during celebrations assembly. An award is earned by a pupil who has stood out that week for either their work, behaviour or upholding the values of the school. The teacher will explain clearly why that child has been chosen. The child will receive a certificate which is taken home to parents and a sticker to wear during the day.

Headteacher's Class of the Week

Headteacher's class of the week is presented to a FS/KS1 class and another for a KS2 class. These classes will have stood out that week as an example for other classes to follow both in their work and in their behaviour.

Headteacher's Awards

Children can receive a Headteacher's Award for an excellent standard of work or when a pupil has improved their work considerably. A sticker is placed on the child's work and another for them to wear throughout the day. The headteacher also has postcards which can be sent home to parents as a surprise.

Attendance Award

- Children who have 100% attendance in a term will be presented with an attendance badge during the end of term celebrations assembly.
- A weekly class attendance award is announced in assembly for the class with the highest attendance figure for the previous week. As a reward they can wear their own non-uniform on the Friday of the same week.

Termly Awards

At the end of each term, a Child of Excellence award will be presented in assembly to celebrate a child who has consistently demonstrated the schools core values.

Birthdays

When it is a child's birthday, they are presented with a birthday gift which varies each academic year. It could be a birthday pencil, ruler or other suitable gift. The children sing happy birthday to them, and they are awarded their birthday gift during the celebration's assembly.

Lunchtimes

Daily, the dinner supervisors will award one child a raffle ticket for consistent good lunchtime behaviour. The child's name is written on the raffle ticket, and it is placed into a raffle draw. At the end of each term a raffle takes place and one child per key stage (FS to Y2, Y3 to Y6) wins a prize.

Behaviour for Learning

To ensure all children at Potters Green achieve well and succeed in school, teachers create a positive climate for learning. All classes promote positive behaviours by:

- Positive language and strategies
- Meeting and greeting all children in a positive way at the start of the day and the afternoon
- Following the principle of "praise in public, discipline in private"
- Clear and consistent routines for working in the classroom
- A thrive area that children can use to self-regulate
- Displays that celebrate achievements
- Behaviour charts as an earlier intervention for pupils requiring additional support. These are uploaded onto CPOMS and are shared with parents on a Friday
- Improving Behaviour Plans for individuals who require high level and are at risk of exclusion. These are written alongside the inclusion lead and approved by SLT. IBPs are uploaded onto CPOMS
- To follow the principle that there should be a 1:5 ratio with pupils. For every 1 comment of a negative nature 5 positives should follow

Supporting children to reflect on their own behaviour

It is our policy for all **children to learn to take responsibility** for their behaviour and to understand the consequences of inappropriate behaviour. Following a behaviour incident, it is essential that an adult discusses the issue with the child,

preferably not in learning time, so that they understand how the behaviour did not follow the school rules and the consequence of their actions for themselves and others around them. They must understand how they can **improve the behaviour,** and the child must make every attempt to put right the wrong that he/she has done. This can be done by a verbal apology, a written letter of apology or repair of any damaged property. Adults must take every opportunity to praise the child for improved behaviour following the incident.

Red Card system

If a child is showing **dangerous** behaviours all teachers have a red card to request urgent additional adult support. A red card means the child is a safety risk to themselves or others. The adult who has responded to the red card will make the decision as to how best to proceed. If available, learning mentors/inclusion lead should respond to the red card initially and then SLT if unavailable. The aim will be for the child to be reintegrated back into the classroom if possible. Children who are being given red cards should be placed on an Improvement Behaviour Plan as they are often children at risk of exclusion. When a child returns to class it is important that the adult helps set a positive tone for their return by stating they are pleased to have the child back for learning and showing this through their language, body language and facial expression.

Contact with parents

As a school we recognise the important role that parents play in supporting their children to manage their own behaviour. Wherever possible, we will celebrate success with our parents, but we will also inform them when their children are displaying unacceptable behaviour. This would include red cards incidents. Parents should always be informed of all internal exclusions. To avoid behaviours escalating or becoming embedded teachers should communicate early with parents so they can work together to improve the child's behaviour. All communication is to be recorded onto CPOMS.

Inclusion (including SEND)

We understand that any behaviour is a form of communication. It is inevitable that some children will find it more challenging to conform to a behaviour code. They may have difficulties which require intervention from outside agencies. Such difficulties may be long or short term but equally need to be monitored and dealt with consistently and appropriately. In some cases, we may decide to write an individual 'Positive Behaviour Plan' in collaboration with outside agencies. This

could detail triggers to behaviour and how to support the child to regulate. This type of plan would be discussed with parents/carers on an individual basis. For children with severe behaviour problems, the Special Needs Code of Practice needs to be followed, and their individual Targets and if applicable Statement of Educational Need/EHCP plan, which needs to be adhered to and reviewed. SEND pupils need to be dealt with according to their needs e.g. children on the autistic spectrum will need a tailored approach to self-regulate their behaviour and/or changes to the environment for them to do this and not feel overwhelmed by the situation they are experiencing. Staff need to be consistent in the application of these specific strategies for individual pupils.

Short term reduced timetables

In exceptional circumstances, there may be a need for a temporary, fixed term, part time timetable to meet a pupil's individual needs. Parents will attend a meeting with a senior leader to discuss the reduced timetable and will be given a copy of the reintegration plan to sign. Children will be provided with sufficient and appropriate work that they need to complete during the hours that they are not in school. Information regarding all pupils on a reduced timetable will be shared with Governors and the Local Authority.

The action plan will:

- Be reviewed at agreed intervals - no less than four weeks
- Be signed by parents to register their consent and that they are taking responsibility for the pupil when they are not in school and will guarantee that they will be supervised when they are off site
- Be shared and understood by parents with clearly recorded objectives

Reintegration following a fixed term exclusion

If a child has been excluded from school, they will attend a reintegration meeting on their first day back with a senior leader and parents. This meeting will be to reflect on the behaviour that led to the exclusion, allow the child to understand how to repair the impact of their behaviour and promote a climate of success and expectation for when they return to class. Strategies for reintegration may include:

- A fixed period transition plan building up a child's time back in school

- A planned period of time for an internal exclusion
- Improving behaviour plan
- Actions for parents to put in place at home
- Learning mentor support in direct work and/or in the classroom

In extreme cases the child may be permanently excluded, this sanction is used with the greatest reluctance. Fixed term and permanent exclusions will follow guidelines set by DFE. If this decision is made a parent/carer is expected to collect the child from school.

If children have persistent unacceptable behaviour, an individual improving behaviour plan (IBP) will be put into place. This will outline support to be given by the class teacher, learning mentors, external agencies and will also set targets for improved behaviour and the consequence for continued unacceptable behaviour.

Behaviour Chart (BC)

The behaviour chart may be used by a class teacher in collaboration with the pupil. This will focus on positive behaviours that the child needs to display in class. A discussion with the class teacher and the child will need to be had to agree the targets (no more than 3), therefore making it meaningful to the child. This is a visual tool to be adapted depending on the individual. The child may receive a tick/smiley face per lesson for positive behaviours being displayed. In agreement with the child, they may earn a reward for achieving a number of ticks/smiley faces in a day. It should be agreed that at the end of the week they share their progress with the Phase Leader or member of Senior Leadership. Parents will be informed if their child is on a plan and the reasons for this. Parents will receive a copy of the BC on a Friday. All adults working with the pupil should know about the behaviour chart and the targets the child is working on. Behaviour Plans at the end of the week are to be scanned and uploaded onto CPOMS.

Improving Behaviour Plans (IBP)

An Improving Behaviour Plan (IBP) is a school-based intervention to help individual children manage their behaviour to successfully complete their education at

school. **An improving behaviour plan will be set up if a child is identified as at risk of exclusion or at risk of failure at school due to disaffection.** The school wishes to work in partnership and with the support of parents to support a pupil and avoid behaviours escalating which could lead to exclusion. The Inclusion Leader will take the lead in the formation of the IBP alongside SLT/Phase Leaders/Class teacher/Parents and the pupil concerned. Other external agencies may be involved in this process. All staff who work with pupils on IBP should be fully aware of the steps to be followed if behaviours are evident.

Monitoring of Behaviour Incidents

Logged behaviour incidents will be viewed daily and monitored on a weekly basis by the Headteacher. This will allow any persistent issues/ children to be identified and support plans to be put in place. All incidents are to be recorded on CPOMS, and IBPs are uploaded on to CPOMS.

Lunchtime Supervision

Dining room assistants (DRAs) are in charge of all the children on site during the lunchtime period. If children are inside at lunchtime, for whatever reason, then they must be always supervised by a member of teaching staff.

If a child demonstrates inappropriate behaviours during lunchtime (inside or outside), this will be dealt with using the lunchtime script (see appendix) which means consistency is achieved throughout the day.

PE Kits

If children forget their PE kit the following is to take place:

- 1st Time – Pupil reminded when to have their PE kit in school and they must do work that has been set in the catering hall supervised by a member of staff. If a member of staff is not available, then in the parallel classroom.
- 2nd Time – Pupil reminded when to have their PE kit in school and they must do work that has been set in the catering hall supervised by a member of staff. If a member of staff is not available, then in the parallel classroom.

- 3rd Time – Pupil misses their breaktime and has work set and supervised by a member of staff. Parent informed that they are not bringing in their PE kit and parents are reminded what days PE takes place by the class teacher
- 4th Time + - Pupil misses a breaktime or equivalent time at lunchtime for each PE lesson they miss. Parents are informed.

<u>If children regularly do not have the PE kit in school for curriculum lessons, then they will not be permitted to attend any after school PE clubs until the situation improves in school.</u>

Physical contact with pupils

On rare occasions, it may be necessary to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. This may be to control a situation by standing between children who are going to fight or leading a child by the arm to remove them from a situation. Restraint may need to be used to prevent a pupil from attacking a member of staff or another pupil, or to restrain a pupil at risk of harming themselves through physical outbursts.

Physical intervention should be avoided where possible and other strategies should always be used if possible. It is essential to never use any more force than is necessary and to try to ensure there is no physical injury to the child or staff member. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Any incident involving physical intervention will have the full details of what happened, and the intervention used, logged and reported to DHT/ HT.

When a child needs to be handled, a Positive Handling Plan (see Appendix) will be created with parents to safeguard child and staff well-being.

All incidents of physical contact with pupils must be bound in the 'Bound and Numbered Book' which is stored in the school office. The member of staff must get this signed by the Headteacher.

Procedures for Dealing with unacceptable behaviours

Promoting and ensuring good, positive behaviour throughout the school is the responsibility of all staff. Staff should be aware of all children with whom they come into contact and not only their own class or phase. Ignoring undesired behaviour is not acceptable. The staff are responsible for developing a very positive learning environment within the classroom. They will ensure that a child has passed beyond the reasonable class-based discipline before they award a pre-stage. Children must always know why they have been given a stage and aware that this behaviour has let themselves, the staff member and their classmates down.

Statement on Searching, Screening and Confiscation

- The headteacher and staff authorised by her have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.
- Reasonable grounds for suspicion may include other pupils talking about the item or a staff member may notice the pupil behaving in a way that causes them to suspect a prohibited item is being concealed.
- Where possible a member of the same sex as the pupil will conduct the search with a second member of staff as a witness. Where possible this will also be a member of the same sex as the pupil being searched. The exception to this will be in the case of there being reasonable belief that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- Searches that are conducted without consent of the child and/or parent can only be carried out on the school premises or where the staff member is in charge of the pupil, for example, an educational visit.
- Searches may involve the removal of "outer clothing" (clothes not worn next to the skin). Other searches for example may include desk, locker, bags and coats.

Prohibited Items are:

- Knives
- Weapons
- Alcohol
- Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- E-Cigarettes/Vapes
- Fireworks
- Any article that the member of staff reasonably suspects has been or is likely to be used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
- Pupil mobile phones are prohibited on school site and are only allowed in school for the older pupils whose parents have sought permission from the school as they travel/walk home from school without an adult. Phones are handed to the class teacher who will lock them away on arrival at school and give them back to the pupil when they leave at the end of the school day.
- Cellular linked devices
- Smart watches that are connecting to the internet or to phones

Confiscation

Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

The Headteacher and staff authorised by her can seize and confiscate any prohibited item found because of a search. They can also seize and confiscate any item they consider harmful or detrimental to school discipline.

Any prohibited items confiscated from the list above (other than alcohol which can be disposed of safely) will be delivered to the Police.

The Headteacher or a delegated member of staff by her will inform the pupil's parents/guardians of the search and the necessary action as a consequence of the findings.

Safeguarding

School will decide on a course of action as a consequence of bringing prohibited items into school. School will also liaise with the necessary agencies (Police, MASH, NSPCC, etc) to ensure both the child and their family receive the necessary advice and support.

EYFS PUPILS

If a child displays unwanted behaviour the following actions will be taken:

1. **Pre-Warning. Child is told that their behaviour is not acceptable and how they can help themselves to change it.**
2. If the behaviour continues thinking time will be given (3-5 minutes) for the child to reflect on their behaviour and how they can improve it. There should be a designated space for this to happen.
3. A child can be placed on a behaviour chart which is written in a way that they understand their targets.
4. If a behaviour is dangerous to the child or others around them then they will be moved immediately to a safe place. Parents should always be informed of dangerous behaviour.

It is essential that the reason for thinking time is clearly explained to the child, so they understand which core value they have not shown. Following thinking time children should be praised for good behaviour shown.

Staff

Staff Training

We will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every 2 years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns
- Outline how training is delivered, and how staff are supported to put it in place, in our child protection and safeguarding policy

Our designated safeguarding lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

Safer Recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references

See our safeguarding policy for details of our safer recruitment procedures

Whistleblowing

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

In the event that a member of staff feels that they need to blow the whistle on misconduct, they should report their concern to the Headteacher. If the concern is about the Headteacher, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to The Chair of Governors.

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing.

Malicious or vexatious allegations

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern. If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

Safeguarding and welfare procedures

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

See our child protection and safeguarding policy for more information.

Responding to allegations or concerns

If we have concerns about children's safety or welfare, we will immediately notify our local authority children's social care team, in line with local reporting procedures. In emergencies, we will also inform the police.
If any allegation is made of serious harm or abuse by anyone living, working or looking after children at the premises or elsewhere, e.g. on a visit, we will inform Ofsted within 14 days of the allegation being made. We will also inform them of any action we have taken in response to the allegation(s).

Investigating the concern

When a concern is received by the Headteacher – referred to from here as the 'recipient' – they will:

- Meet with the person raising the concern within a reasonable time. The person raising the concern may be joined by a trade union or professional association representative or other accompanying person
- Get as much detail as possible about the concern at this meeting, and record the information
- Establish whether there is sufficient cause for concern to warrant further investigation. If there **is**, then:
    - Arrange a further investigation into the matter, involving the CEO, local governing body and/or chair of trustees, if appropriate. In some cases, the recipient may need to bring in an external, independent body to investigate. In others, they may need to report the matter to the police
    - Inform the person who raised the concern about how the matter is being investigated and give an estimated timeframe for when they will be informed of the next steps

Outcome of the investigation

Once the investigation – whether this was just the initial investigation of the concern, or whether further investigation was needed – is complete, the investigating person(s) will prepare a report detailing the findings and confirming whether or not any wrongdoing has occurred.
The report will include any recommendations and details on how the matter can be rectified and whether or not a referral is required to an external organisation, such as the local authority in line with local reporting procedure, or police.
They will inform the person who raised the concern of the outcome of the investigation, though certain details may need to be restricted due to confidentiality.

Beyond the immediate actions, the headteacher, governors and other staff, if necessary, will review the relevant policies and procedures to prevent future occurrences of the same wrongdoing.
While we cannot always guarantee the outcome sought, we will try to deal with concerns fairly and in an appropriate way.

Staffing ratios

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 3 and over:
  - Where there is a person with qualified teacher status, early years professional status, or early years teacher status, an instructor or another suitably-qualified, overseas-trained teacher:
    - For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children
    - For all other classes, we have at least 1 member of staff for every 13 children
  - At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status
  - For children in Reception:
    - We comply with infant class size legislation and have at least 1 teacher per 30 pupils

Paediatric first aid (PFA)

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

The designated safeguarding lead (DSL)

We also have a DSL who has lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework

Absence

We're required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

See our attendance policy for more on this, including our expectations of parents/carers to report child absences.

Oral health and tooth brushing

We promote good oral health, as well as good health in general, in the early years, for example by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

Safer eating

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating and seated safely in an appropriate chair and, where possible, in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child. We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
    - We will also keep this information up to date and share it with all staff

- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their child

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's Early Years Foundation Stage nutrition guidance

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer and then take action as appropriate.

Accident or injury

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep a written record of accidents or injuries and any first aid treatment.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

Safety of premises

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for, and the activities provided on the premises.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities
- An adequate supply of necessary items such as clean towels and spare clothes
- Separate toilet facilities for adults

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.