The Rosary Catholic Primary School

Aspire, Believe, Achieve: Together in Christ

Early Years Policy

September 2023

Policy Approved by:	FGB
Date of Approval:	September 2024
Date of next Review:	September 2025

The Rosary Mission Statement

'Together, God's children,
We realise our dreams,
Inspiring and encouraging one another to reach our true potential,
Transforming our world through our unique gifts.'

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Statement of intent

At The Rosary, we greatly value the importance of the EYFS in providing a secure foundation for future learning and development and understand our responsibilities in ensuring that children learn and develop well and are kept healthy and safe.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

Through the implementation of this policy we will provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2023) 'Statutory framework for the early years foundation stage'
- DfE (2023) 'Non-statutory curriculum guidance for the early years foundation stage' Development Matters
  DfE (2022) 'Early years foundation stage profile: 2023 handbook'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2018) 'Working Together to Safeguard Children'

This policy operates in conjunction with the following school policies:

- Early Years Assessment Policy
- Early Years Teaching and Learning Policy
- Child Protection and Safeguarding Policy
- Photography and Images Policy
- Allegations of Abuse Against Staff Policy
- Complaints Procedures Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Administering Medication Policy
- Whole-school Food Policy
- Health and Safety Policy
- Fire Safety Policy
- Staff Drug and Alcohol Policy
- Safer Recruitment Policy
- Data Protection Policy
- Curriculum Policies

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring the school has clarity of vision, ethos and strategic direction.
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.
- Ensuring that there are appropriate policies, procedures, and practices in place to deliver the 'Statutory framework for the early years foundation stage' in line with statutory requirements.

The headteacher will be responsible for:

- Acting in accordance with the 'Headteachers' standards' and the expectations of the school community.
- Creating a culture where children experience a positive and enriching school life.
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment.
- Understanding and acting within the statutory assessment frameworks, which set out; the duties, responsibilities and reporting arrangements to be followed.
- Ensuring all relevant staff read and implement this policy.
- Ensuring that staff have received the appropriate training to deliver and report EYFS assessments.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.

The EYFS lead will be responsible for:

- Ensuring all staff members read and implement this policy.
- Ensuring that all staff are up-to-date with current statutory and Ofsted expectations, including the early years team and the SLT.
- Supporting the policies, ethos and vision of the school and actively promoting high levels of achievement in the early years stage.
- Leading the early years team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the 'Statutory framework for the early years foundation stage'.
- Ensuring the educational provision and practice is based on the EYFS characteristics of effective teaching and learning, supports a range of learning needs and develops children's independence.
- Taking responsibility for high-quality teaching provision throughout the early years stage.
- Ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Monitoring the progress of children and reporting evaluated data to the headteacher.
- Developing and maintaining effective relationships with parents, colleagues, the governing board and the local community.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Supporting staff development by identifying and/or providing regular training and CPD opportunities.
- Providing regular 1:1 meetings with staff to support professional development.

All teaching staff will be responsible for:

- Ensuring that the children they support receive learning tailored to their needs.
- Engaging with parents to support them in guiding their child's development at home.
- Helping families with more specialist support, where required.
- Helping children become familiar with the school and acting as a point of contact for children and their parents.

All teaching staff will be responsible for:

- Acting in accordance with this policy at all times.
- Understanding and acting within the statutory frameworks, which set out their professional duties and responsibilities.

  Ensuring they have a thorough working knowledge of:

  - The DfE's current 'Statutory framework for the early years foundation stage' and the requirements therein.
  - The DfE's current 'Early years foundation stage profile handbook'
  - The STA's current 'Early years foundation stage assessment and reporting arrangements'.
- Using formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.

3. Learning and development

In partnership with parents, the school will promote the learning and development of children to ensure they learn and develop well, are kept healthy and safe and have the knowledge and skills they need to start school.

Curriculum planning

Provision and practice within the early years will be centred around the requirements of the DfE's 'Statutory framework for the early years foundation stage'.

The EYFS Development Matters framework outlines Characteristics of Effective Learning as well as seven areas of learning and development that must shape educational programmes in the early years. These are categorised as 'prime areas' and 'specific areas'.

Characteristics of Effective Learning

To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development. These are divided into three areas;

- Playing and exploring
- Active learning
- Creating and thinking critically

Prime areas – defined as the areas that are particularly important for building a curiosity and enthusiasm for learning, forming relationships, and thriving:

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

Specific areas – defined as the areas through which the prime areas are strengthened and applied:

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

The school will plan and provide educational programmes that involve activities and experiences for children as set out under each of the seven areas of learning.

When planning the early years curriculum, practitioners will:

- Consider the individual needs, interests, and development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.
- Stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.
- Reflect on the different rates at which children are developing and adjust their practice appropriately.

If a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents and agree how to support the child. Staff will also consider whether a child may have a special educational need or disability, which requires specialist support. This will then be discussed with the SENCo.

For children whose home language is not English, practitioners will:

- Take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to the three characteristics of effective teaching and learning in the EYFS:

All staff members will have due regard to the learning and development requirements as set out in the school's Early Years Teaching and Learning Policy.

4. Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

In line with statutory requirements, the school will undertake a summative assessment of each child's development at certain stages. These are:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception, regardless of what time of the year this occurs.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. Practitioners will interact and observe children to understand their interests and learning needs and will use this information to inform practice and provision for each child. Strong practitioner knowledge of the children is at the centre of everything that we teach and plan for the children and how we then assess their abilities.

Formal observational assessments are recorded on Evidence Me at least once per fortnight. Parents have assess to the Evidence Me, so are regularly updated with their child's achievements at school. These show milestones for each child and are across each area of learning.

Parents will be kept up-to-date with their child's progress and development, and the EYFS lead will address any learning and development needs in partnership with parents.

The school will ensure that teachers actively engage children, their parents and other adults who have significant interaction with specific children in the assessment processes to provide a well-rounded picture of their development and attainment.

When undertaking assessment activities, all staff members will have due regard to the school's Early Years Assessment Policy, any advice from the LA, and the 'Early Years Foundation Stage Profile Handbook' and the 'Assessment and Reporting Arrangements' (ARA) for that year.

5. Inclusion

All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality, Equity, Diversity and Inclusion Policy will ensure that the needs of all children are met, regardless of any protected characteristics they have.

The EYFS curriculum will be planned in order to meet the needs of the individual child and support them at their own pace.

The Special Educational Needs and Disabilities (SEND) Policy will ensure all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

6. The learning environment

The school recognises that the physical and emotional environment play an important role in supporting, enabling, and extending pupils' learning and development.

The school will provide a safe and stimulating environment that values active learning, exploration, and play, where children feel free to create, make links and develop critical thinking skills.

Early years practitioners will ensure that learning environments are well-organised and suitable for group, individual and whole class learning, with interactive displays and easily accessible resources utilised to encourage independence. Displays will include a Learning Journey and record of what is being learnt in maths. At The Rosary, we recognise creativity in children's work, therefore, no templates are used.

At all times, children will have access to indoor and outdoor learning environments. Staff will plan provision to ensure that there are a range of learning opportunities available, and that the learning opportunities available in the outdoor environment build on and develop those inside.

Independent learning will be encouraged through planned continuous provision where children can make their own selection from a variety of resourced areas, including:

- Creative table
- Writing table
- Maths Area
- Water Area
- Sand Area
- Performance and Musical Stage
- Role Play Areas inside and out
- Reading Areas inside and out
- Minibeast Watch Station
- Mud Kitchen
- Large Construction Block Area
- Physical Area
- Small World Play

Staff will support children to navigate and access the learning environment, intervening and interacting where necessary to ensure that all learning opportunities and teaching moments are captured and capitalised upon.

Appropriate and stimulating educational visits and visitors, from both within and outside of the local community, will be arranged to further expand children's learning experiences.

7. Safeguarding and welfare

The school will take all necessary steps to keep children safe and well and comply with the requirements of the 'Statutory framework for the early years foundation stage' to:

- Safeguard children.
- Ensure the suitability of adults who have contact with children.
- Promote good health.
- Manage behaviour.

- Maintain records, policies, and procedures.

Child protection

Staff will be alert to any issues of concern in the child's life at home or elsewhere. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS will be required to read this policy as part of their induction training.

The DSL is **Fiona Bass**. The deputy DSL is **Rebecca Shickle**.

The DSL will be responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL will undertake child protection training as required.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

The school will inform Ofsted of any allegations of serious harm or abuse of children by any person living, working, or looking after children at the premises.

8. Staffing

Suitable people

The school will ensure that it:

- Has effective systems in place to ensure that practitioners and those in regular contact with children within the setting are suitable to fulfil the requirements of their roles.
- Obtains an enhanced criminal records check in respect of every person aged 16 and over who works directly with children or works on the premises – additional criminal records checks will also be made for anyone who has lived or worked abroad.
- Tells staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children.
- Does not allow people, whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children.
- Records information about staff qualifications and the identity checks and vetting processes that have been completed.
- Meets its responsibilities under the Safeguarding Vulnerable Groups Act 2006, which includes a duty to make a referral to the DBS where a member of staff is dismissed, or would have been, had the person not left the setting first, because they have harmed a child or put a child at risk of harm.
- Ensures that no disqualified person is employed to work in connection with early years provision.
- Takes appropriate action to ensure the safety of children if they become aware of any information about staff that may lead to their disqualification.

- Notifies Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children in their setting and provide specific details of any order made.

Staff taking medication or other substances

The school will:

- Ensure that staff members are not under the influence of alcohol or any other substance which may affect their ability to care for children.
- Ensure that staff taking medication that may affect their ability to care for children seek medical advice.
- Ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly.
- Always keep medication on the premises securely stored, and out of reach of children.
- Implement a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Staff Drug and Alcohol Policy.

Any medication used by staff will be securely stored in the classroom cupboard (locked).

Staff qualifications, training, support, and skills

The school will ensure that:

- It follows its legal responsibilities under the Equality Act 2010.
- All staff receive induction training to help them understand their roles and responsibilities. This will include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues.
- Support staff undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.
- It puts appropriate arrangements in place for the supervision of staff who have contact with children and families.
- At least one person who has a current paediatric first aid (PFA) certificate is always on the premises and available when children are present and accompanies them on any outings - the certificate must be for a full course consistent with the criteria set out in Annex A of the EYFS framework.
- Any member of staff who has sole responsibility for looking after a group of children will hold a PFA certificate.
- All newly qualified entrants to the early years workforce who have completed a level 2 or level 3 qualification on or after 30 June 2016, have either a full paediatric first-aid (PFA) or an emergency PFA certificate within three months of starting work in order to be included in the required staff: child ratios. The school will organise PFA training to be renewed every three years.
- Staff have sufficient understanding and use of English to ensure the wellbeing of children in their care.

All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

Staff:child ratios

The school is aware that there are a range of contextual factors that will affect staff: child ratios, and that these can change depending upon a variety of issues. The school will continue to monitor the ratios and ensure that:

- The EYFS manager holds an approved level 3 qualification or above and should have at least two years' experience of working in an early years setting or other suitable experience.
- There is a named deputy who is capable and qualified to take charge in the managers absence. **Marcella Kelliher** will provide cover for the EYFS lead in their absence and is deemed fully qualified to do so by the EYFS lead and the headteacher.
- Staffing arrangements meet the needs of all children and ensure their safety.
- Children are adequately supervised, including whilst eating, and decide how to deploy staff to ensure children's needs are met.
- They inform parents about staff deployment, and, when relevant and practical, aim to involve them in these decisions.
- Children are always within sight or hearing of staff.
- Only those aged 17 are included in ratios if they are suitable, and that staff under 17 are always supervised. Suitable students on long term placements and volunteers aged 17 or over, and staff working as apprentices in early education aged 16 or over may be included in the ratios if the provider is satisfied that they are competent and responsible.

The school will adopt the following staffing ratios:

- For children under two:
    - There will be at least one member of staff for every three children.
    - At least one staff member will hold an approved level 3 qualification and will be suitably experienced to work with children under two.
    - At least half of other staff will hold an approved level 2 qualification.
    - At least half of all the members of staff will be trained in the care of babies.
    - Where there is a room for under two-year-olds, the member of staff in charge of that room will have suitable experience of working with under twos.
- For children aged two:
    - There will be one member of staff for every four children.
    - At least one staff member will hold an approved level 3 qualification.
    - At least half of the other staff members will hold an approved level 2 qualification.
- For children aged three and over:

- Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification **is working directly with the children**, there will be one member of staff for every 13 children, and at least one other member of staff will hold an approved level 3 qualification.
- Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification **is not working directly with the children**, there will be one member of staff for every 8 children, and at least one other member of staff will hold an approved level 3 qualification, with at least half of all other staff holding an approved level 2 qualification

- For children in Reception classes:
  - Class sizes will be limited to 30 children per school teacher.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios. Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

9. Health

Medicines

The school will:

- Promote the good health of children, including their oral health.
- Have an agreed procedure, discussed with parents for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.
- Have policies and procedures for administering medicines, which includes systems for obtaining information about a child's medicinal needs and keeping this information up to date.
- Ensure that adequate training is provided for staff where medicinal administration requires medical or technical knowledge.
- Ensure that medicines are not administered unless they have been prescribed for a child by a doctor, dentist, nurse, or pharmacist - medicines containing aspirin should only be given if prescribed by a doctor.
- Only administer medicine, both prescription and non-prescription, where written permission for that particular medicine has been obtained from the child's parent.
- Keep a written record of each time medicine is administered, and inform parents on that day, or as soon as is reasonably practicable.

Food and drink

The school will:

- Ensure that, where provided, meals, snacks and drinks are healthy, balanced, and nutritious.
- Obtain information about a child's special dietary requirements, preferences, food allergies and any special health requirements prior to them attending the setting.

- Ensure that fresh drinking water is always available and accessible to children.
- Record and act on information from parents about a child's dietary needs.
- Ensure there is an area which is adequately equipped to provide healthy meals, snacks and drinks for children.
- Ensure there are suitable facilities for the hygienic preparation of food for children, including, where necessary, suitable sterilisation equipment for babies' food.
- Ensure that that those responsible for preparing and handling food are competent to do so, with all staff involved in preparing and handling food receive training in food and hygiene.
- Inform Ofsted if two or more pupils are affected by food poisoning within 14 days of the incident – note, failure to do constitutes an offence.

Accident or injury

The school will:

- Ensure that there is a first aid box containing appropriate content for use with children which is always accessible. This will be kept beside the classroom sink.
- Keep a written record of any accidents, injuries and first aid treatment. An accident book will be located on the wall above the classroom sink.
- Inform parents of any accident or injury involving a child and inform parents on the same day, or as soon as is reasonably practicable after, including details of any first aid treatment given.
- Notify Ofsted of any serious incident, illness or injury to, or death of, any child while in their care, and the action taken, within 14 days of the incident occurring – note, failure to do constitutes an offence.
- Notify local child protection agencies of any serious accident or injury to, or death of, any child while in their care, and act on any advice given from these agencies.

Managing children's behaviour

The school will:

- Take full responsibility for managing children's behaviour in an appropriate way.
- Not give or threaten corporal punishment to a child.
- Not use or threaten any punishment which could adversely affect a child's wellbeing.
- Take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child – failure to meet the above requirement constitutes an offence.
- Keep a record of any occasion where physical intervention is used and inform parents on the same day, or as soon as is reasonably practicable.

Note: Physical intervention is defined in the EYFS framework as practitioners using reasonable force to prevent children from injuring themselves or others or damaging property. A person will not be taken to have used corporal punishment where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person, including the child, or to manage a child's behaviour if absolutely necessary, and therefore that person will not have committed an offence.

10. Safety and suitability of premises, environment and equipment

Safety

The school will:

- Ensure that their premises, both indoor and outdoor, are fit for purpose and suitable for the age of children cared for and the activities provided.
- Comply with health and safety legislation.
- Have an emergency evacuation procedure.
- Take reasonable steps to ensure the safety of children and others on the premises in the event of emergency.
- Have appropriate fire detection and control equipment which is in working order, such as fire alarms, smoke detectors, fire blankets and fire extinguishers.
- Ensure that fire exits are clearly identifiable and that fire doors are free from obstruction and easily opened from the inside.

Smoking and vaping

The school will:

- Not allow smoking in or on the premises when children are present, or about to be present.
- Not allow staff to vape or use e-cigarettes when children are present and consider the advice from Public Health England on their use in public places and workplaces.

Premises and equipment

The school will:

- Ensure premises and equipment are organised in a way that meets the needs of children and adheres to the relevant indoor space requirements as outlined in paragraph 3.58 of the EYFS statutory framework.
- Provide access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken daily.
- Follow their legal responsibilities under the Equality Act 2010, for example, the provisions on reasonable adjustments.
- Frequently check on sleeping children to ensure they are safe.
- Ensure there are an adequate number of toilets and hand basins available. There will be 10 toilet facilities available to the EYFS.
- Ensure there are suitable hygienic changing facilities available for changing any children who are in nappies. These will be located near the disabled toilet.
- Ensure there is an area where staff may talk to parents confidentially.
- Ensure there is an area where staff can take breaks away from areas being used by children.
- Only release children into the care of individuals who have been notified to the school by the parent and ensure that children do not leave the premises unsupervised.
- Take all reasonable steps to prevent unauthorised persons entering the premises, with agreed procedures and protocols for checking the identity of visitors.

- Carry the appropriate insurance, e.g., public liability insurance.

Risk assessment

The school will:

- Take all reasonable steps to ensure staff and children are not exposed to risks and be able to demonstrate how they are managing risks.
- Determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice and to demonstrate how they are managing risks if asked by parents or inspectors.

Outings

The school will:

- Keep children safe on outings.
- Assess the risks or hazards which may arise and identify the steps to be taken to remove, minimise and manage them. Providers should make a judgement about whether the risk assessment needs to be in writing or not.
- Ensure that adult to child ratios are considered in any risk assessment.
- Ensure that vehicles in which children are being transported, and the driver of those vehicles, are adequately insured.

The Health and Safety Policy outlines the full health and safety policies and procedures.

The school will have a Fire Safety Policy in place.

11. Mobile phones and devices

For the purposes of this policy, the term **"mobile phone"** refers to any electronic device that can be used to take images or record videos, including tablets.

Photography policies and procedures are addressed in full in our Photography and Images Policy.

Use of personal mobile phones by staff members

Staff members will not use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones will be safely stored and in silent mode whilst children are present.

Staff may take mobile phones on trips, but they will only be used in emergencies and should not be used when children are present. Mobile phones will not be used to take images or videos at any time during trips.

Staff who do not adhere to this policy will face disciplinary action. Staff will report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

Staff may use their professional judgement in emergency situations.

Use of mobile phones by parents, visitors and contractors

Posters will be used around the school to indicate that it is a mobile free zone.

Parents, visitors and contractors will not be permitted to take photographs or record videos without prior permission. Parents may take photographs and videos only containing their own child during school events. Parents may take group photographs at school events but only with the informed consent of the parents of the children involved.

The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media. Staff will report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Use of the school's mobile phones and cameras

Staff will be provided with a school device to ensure that only school devices are used to take photographs and videos. School devices will have passcode protection.

School devices will only be used for work related matters, e.g. recording and documenting a child's learning. School devices will only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.

Staff will not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps will be used to record observations relating to child protection concerns – these can be acquired from the DSL.

School devices will not be taken off school premises without prior written permission from the headteacher. Where staff members have concerns over material on a school device, they will report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

12. Information and records

Information will be stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

The school will:

- Maintain records and obtain and share information, as appropriate, to ensure the safe and efficient management of the setting and ensure the needs of all children are met.
- Enable a regular two-way flow of information with parents and between providers in cases where more than one setting is attended.
- Ensure that records are easily accessible and available.
- Ensure that confidential information and records about staff and children are held securely and only accessible and available to those with the right or professional need.
- Be aware of their responsibilities under data protection legislation and, where relevant, the Freedom of Information Act 2000.

- Ensure that staff understand their responsibility to protect and respect the privacy of children and the legal requirements requiring confidentiality of information and records.
- Allow parents access to all records about their child, in accordance with the Data Protection Act 2018.
- Retain records relating to individual children for a reasonable amount of time after they have left the setting.

The following information about the school will be recorded:

- The school's name, address and telephone number
- The school's certificate of registration
- The name, address and telephone number of anyone who will regularly be in unsupervised contact with the children
- A daily record of the names of the children being cared for in the school, their hours of attendance, and the names of each child's key person

Information about the child

The following information will be recorded for each child:

- The child's full name and date of birth
- The name and address of every parent or carer who is known to the school, including information about all persons who have parental responsibility for the child and which parent the child normally lives with.
- The emergency contact details of the child's parent.

Information for parents and carers

The following information will be made available to parents:

- The school's privacy notice for parents and children
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Details of the policies and procedures in place in the school's EYFS
- Staffing details, including the name of their child's key person and their role and a telephone number for parents to contact in an emergency

Ofsted will be notified if there are any changes to the following:

- The address of the school
- The school's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children

13. Parental involvement

We firmly believe that the EYFS cannot function without the enduring support of parents.

Parents will be invited to termly parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day. The library will be utilised for confidential discussions between staff and parents.

Parents will be asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.

Parents will be asked to complete admission forms, a medical form and to write a brief synopsis about their child to help the school to understand their character and personality.

14. Transition

The following process will be in place to ensure children's successful transition to Year 1:

- Parents will be invited to a meeting to ensure they know about school procedures and allocation of classes, and to voice any questions that they may have.
- During the Summer term, parents will be encouraged to help their children put a 'All About Me' book together. It will be used during the start of the year to support transition and inform planning.
- The children will be invited to a number of visits to their new class. The children will visit at least once without the support of the early years practitioners or parents.
- In the Summer term, Reception and Year 1 staff will meet to discuss each child's development in order to support a smooth transition to Year 1.

15. Monitoring and review

This policy will be reviewed annually by the governing board and the headteacher.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS will be required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is September 2024.