



North Cheshire Jewish Primary School

Early Years Policy 2021

Contents:

Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Aims](#)
4. [Learning and development](#)
5. [Inclusion](#)
6. [The learning environment and outdoor spaces](#)
7. [Assessment](#)
8. [Safeguarding and welfare](#)
9. [Mobile phones and devices](#)
10. [Health and safety](#)
11. [Staff taking medication or other substances](#)
12. [Staffing](#)
13. [Information and records](#)
14. [Parental involvement](#)
15. [Transition periods](#)
16. [Monitoring and review](#)

Statement of intent

At North Cheshire Jewish Primary School, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

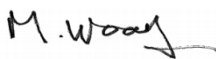
This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to 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.

Signed by:



Headteacher

12/03/21

Date:

1. Legal framework

- 1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:
 - Childcare Act 2006
 - Safeguarding Vulnerable Groups Act 2006
 - The GDPR
 - Data Protection Act 2018
- 1.2. This policy has due regard to statutory guidance including, but not limited to, the following:
 - DfE (2017) 'Statutory framework for the early years foundation stage'
 - DfE (2020) 'Keeping children safe in education'
 - DfE (2018) 'Working Together to Safeguard Children'
 - DfE (2015) 'The Prevent duty'
- 1.3. This policy is intended to be used in conjunction with the following school policies:
 - Assessment Policy
 - Behaviour Policy
 - Special Educational Needs and Disabilities (SEND) Policy
 - Safeguarding Policy
 - Allegations of Abuse Against Staff Policy
 - Drug and Alcohol Policy
 - Whole-School Food Policy
 - Equal Opportunities Policy
 - Managing Medical Needs Policy
 - Health and Safety Policy
 - Recruitment Policy
 - Data Protection Policy
 - Complaints Policy

2. Roles and responsibilities

- 2.1. The governing board has the overall responsibility for ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the school's Safeguarding Policy and Mobile Phone and Devices Policy.

- 2.2. [The governing board has the overall responsibility for ensuring there is a policy in place in the event of an allegation being made against a member of staff (including supply staff) or a volunteer. These issues are addressed in the school's Allegations of Abuse Against Staff Policy.
- 2.3. The governing board has the overall responsibility for the implementation of this policy.
- 2.4. The governing board has overall responsibility for ensuring that this policy does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 2.5. The governing board has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- 2.6. The EYFS lead, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.
- 2.7. Staff, including teachers, support staff, supply staff and volunteers, are responsible for familiarising themselves with, and following, this policy.
- 2.8. Staff, including teachers, support staff, supply staff and volunteers, are responsible for remaining alert to any issues of concern in children.

3. Aims

- 3.1. Through the implementation of this policy, we aim to:
 - Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
 - Enable each child to develop socially, physically, intellectually and emotionally.
 - Encourage children to develop independence within a secure and friendly atmosphere.
 - Support children in building relationships through the development of social skills such as cooperation and sharing.
 - Work alongside parents to meet each child's individual needs to ensure they reach their full potential.
- 3.2. Four guiding principles shape our practice:
 - Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
 - Children learn to be strong and independent through positive relationships.
 - Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents.

- Children develop and learn in different ways and at different rates.
- 3.3. To put these principles into practice, the school:
- Provides a balanced curriculum, which takes children's different stages of development into account.
 - Promotes equality of opportunity and anti-discriminatory practice.
 - Works in partnership with parents.
 - Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
 - Implements a key person approach to develop close relationships with children.
 - Provides a safe and secure learning environment.

4. Learning and development

- 4.1. The EYFS curriculum is based on an observation of children's needs, interests and stages of development.
- 4.2. In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.
- 4.3. There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important.
- 4.4. The 'prime' areas of learning and development are:
- Communication and language
 - Listening and attention
 - Understanding
 - Speaking
 - Physical development
 - Moving and handling
 - Health and self-care
 - Personal, social and emotional development
 - Self-confidence and self-awareness
 - Managing feelings and behaviour
 - Making relationships
- 4.5. The 'specific' areas of learning and development are:
- Literacy
 - Reading

- Writing
 - Mathematics
 - Numbers
 - Space, shape and measure
 - Understanding the world
 - People and communities
 - The world
 - Technology
 - Expressive arts and design
 - Exploring and using media and materials
 - Being imaginative
- 4.6. Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.
- 4.7. The class teacher and SENCO will discuss any cause for concern in a child's progress, especially in the prime areas of learning, with the child's parents. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have a special educational need or disability which requires additional support.
- 4.8. The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. One measure may include employing a member of staff from the Ethnic Diversity Team. During assessment, if a child is found to not have a strong grasp on English, the class teacher, in conjunction with the SENCO, will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.
- 4.9. Each area of learning and development will be implemented through a mix of adult-led and pupil-initiated activity.
- 4.10. The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.
- 4.11. The daily teaching of phonics will be planned using the Letters and Sounds National Strategy Document. Phases Two to Phases Four/Five will be planned and implemented according to the needs of the cohort.
- 4.12. Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:
- Playing and exploring – children investigate and experience things.

- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

4.13. Further information regarding learning and development are set out in the school's Teaching and Learning Policy.

5. Inclusion

- 5.1. All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.
- 5.2. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.
- 5.3. The Equal Opportunities Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.
- 5.4. The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible.
- 5.5. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

6. The learning environment and outdoor spaces

- 6.1. The classrooms are organised in such a way that children can explore and learn in a safe environment.
- 6.2. Children have access to an outdoor learning area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.
- 6.3. There are toilet facilities available in the EYFS classroom, and there are also a supply of wipes and spare clothes within the classroom

7. Assessment

- 7.1. 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.
- 7.2. Parents will be kept up-to-date with their child's progress and development, and the class teacher will address any learning and development needs in partnership with parents.

- 7.3. Formative assessments are used to assess the learning and development of children in the EYFS. Staff members will observe and work closely with the children to understand their level of achievement, interests and learning styles. This information will then be used to shape learning experiences for each child.
- 7.4. At the end of each term children's progress is assessed against the Development Matters Statements and recorded on an individual tracking sheet. The children's Next Steps are planned based on these assessment outcomes and children are monitored closely.
- 7.5. In the final term of the year in which a child reaches age five, and no later than 30 June in that term, the EYFS profile will be completed by the child's class teacher.
- 7.6. Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.
- 7.7. Assessment procedures are set out in full in the School's Assessment Policy.

8. Safeguarding and welfare

- 8.1. All necessary steps are taken to keep the children in our care safe and well.
- 8.2. Any safeguarding or welfare issues will be dealt with in line with the Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.
- 8.3. The DSL is Mr Michael Woolf (Headteacher).
- 8.4. The deputy DSL is Miss Karen Sulman.
- 8.5. The DSL is responsible for safeguarding children and liaising with local children's services as appropriate.
- 8.6. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL.
- 8.7. The DSL and deputy DSL will undertake child protection training as required.
- 8.8. 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

9. Mobile phones and devices

- 9.1. 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.
- 9.2. Photography policies and procedures are addressed in full in our Mobile Phone – Device Policy

Use of mobile phones by staff members

- 9.3. Staff members must not use personal mobile phones or cameras when children are present.
- 9.4. Staff may use mobile phones on school premises outside of working hours when no children are present.
- 9.5. Staff may use mobile phones in the staffroom during breaks and non-contact time.
- 9.6. Mobile phones should be safely stored and in silent mode whilst children are present.
- 9.7. Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when children are present. Mobile phones must not be used to take images or videos at any time during trips.
- 9.8. Staff who do not adhere to this policy will face disciplinary action.
- 9.9. Staff may use their professional judgement in emergencies.
- 9.10. Staff must report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

Use of mobile phones by parents, visitors and contractors

- 9.11. Posters are used around the school to indicate that it's a mobile free zone.
- 9.12. Parents, visitors and contractors are not permitted to take photographs or record videos without prior permission.
- 9.13. Parents may take photographs and videos only containing their own child during school events.
- 9.14. Parents may take group photographs at school events but only with the informed consent of the parents of the children involved.
- 9.15. The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media
- 9.16. Staff must report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Safeguarding Policy.

Use of the school's mobile phones and cameras

- 9.17. Staff are provided with a school device to ensure that only school devices are used to take photographs and videos.
- 9.18. School devices must have passcode protection.
- 9.19. School devices must only be used for work related matters.
- 9.20. School devices must only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.

- 9.21. Staff must not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps are used to record observations relating to child protection concerns – these can be acquired from the school office, the staff room or on the staff shared area.
- 9.22. School devices must not be taken off school premises without prior written permission from the headteacher.
- 9.23. Where staff members have concerns over material on a school device, they must report all concerns to the DSL, following the procedures outlined in the Safeguarding Policy.

10. Health and safety

- 10.1. A first-aid box is located in the Reception classrooms and in the First Aid cupboard (located outside RHS Classroom)
- 10.2. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered.
- 10.3. The school's First Aid Policy outlines the procedures for administering medicines.
- 10.4. The class teacher will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents.
- 10.5. Accidents and injuries will be recorded in an accident book, located in the classroom or First Aid cupboard.
- 10.6. The headteacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.
- 10.7. The school has a Fire Evacuation Plan in place.
- 10.8. Any food or drink provided to children is healthy, balanced and nutritious as outlined in School Food Policy.
- 10.9. The headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident.
- 10.10. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded.
- 10.11. Fresh drinking water is available at all times.
- 10.12. Smoking is not permitted on the school premises.
- 10.13. The Health and Safety Policy outlines the full health and safety policies and procedures.

11. Staff taking medication or other substances

- 11.1. The school implements a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Drug and Alcohol Policy.
- 11.2. The use of alcohol or any other substance that may affect the ability to care for children by a member of staff will not be tolerated. If there is a reason to believe a member of staff is under the influence of alcohol or any other substance, they will not be allowed to work directly with children and further action will be taken.
- 11.3. Any member of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly.
- 11.4. Any medication used by staff is securely stored either in the school office, the staffroom or in the classroom.

12. Staffing

- 12.1. Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety.
- 12.2. Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.
- 12.3. 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.
- 12.4. Mrs Jo Hill will provide cover for the EYFS lead in their absence and is deemed fully qualified to do so by the EYFS lead and headteacher.
- 12.5. There will be at least one member of staff on the school premises at all times who has a current paediatric first-aid (PFA) certificate.
- 12.6. All current staff underwent PFA training in September 2020.
- 12.7. The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'.

13. Information and records

- 13.1. Information is stored in line with the GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.
- 13.2. The following information is recorded for each child:
- The child's name and date of birth
 - The name and address of every parent or carer who is known to the school, and which parent or carer the child normally lives with
 - The emergency contact details of the child's parent or carer
- 13.3. The following information about the school is 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
- 13.4. The following information is made available to parents:
- The school's privacy notice for parents and pupils
 - 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
 - Information about the policies and procedures in place in the school's EYFS
- 13.5. 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

14. Parental involvement

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

- 14.2. Parents are invited to 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.
- 14.3. The SLT office in the Sinai Building will be utilised for confidential discussions between staff and parents.
- 14.4. Parents are asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.
- 14.5. Parents are 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.

15. Transition periods

Pre School Meetings and Visits

- 15.1. Parents are invited into school one evening in the term prior to their child starting school. There will be a small presentation introducing parents to school life and explaining the curriculum. Parents will have the opportunity to ask questions and meet staff, including the Jewish Studies and Ivrit staff who will also be teaching their child.
- 15.2. The children will be invited to spend part of a morning in school, meeting their new teacher and fellow classmates.
- 15.3. Subsequent visits can also be arranged if a parent feels their child may benefit from additional time in school.

Admissions and Transition from home/nursery to school

(Further information is contained in the Schools Admission Policy)

The following procedures are used for children starting the reception class

- 15.4. The Early Years teachers are in contact with the schools and synagogue nursery throughout the year. Every effort will be made to visit pre-school settings when children are entering our reception class. Practitioners will discuss and value pre-school key person information about individual children.

- 15.5. The children are organised into two parallel reception classes. The teachers liaise with the pre-school settings to establish the children's friendships and then use this information when organising the classes to ensure that each child knows at least one child within their class. The numbers of boys and girls and the term of the children's birthdays are also taken into account when organising the classes to ensure where possible a fair split of age, gender and individual needs.
- 15.6. Children's admissions will be staggered during the first week of the autumn term. This allows time for the teacher to make each child feel secure and familiarise them with their new environment.
- 15.7. The Reception children have their own enclosed outdoor area for playtime and lunchtime.

Transition into Year 1

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

- 15.8. 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.
- 15.9. Children are invited to a 'Meet the Teacher' afternoon where they spend time in their new classroom with their teacher.

16 Monitoring and review

- 16.1 This policy is reviewed annually by the governing board and the headteacher.
- 16.2 Any changes made to this policy will be communicated to all members of staff.
- 16.3 All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.
- 16.4 The next scheduled review date for this policy is September 2021.