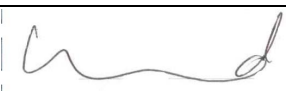




EYFS Policy and Procedures

Reviewed by:	SBM	Date: Autumn 22
Authorised by:	C&P	Date: Autumn 22
Date for next review: (or early should legislation require it)	Autumn 24	

“For I know the plans I have for you”, declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.” Jeremiah 29, v11

Nurture ~ Believe ~ Discover ~ Achieve

OUR CHRISTIAN VISION

Our vision for Woodstock CE Primary School reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. Guided by our Christian values, it is driven by our desire to offer the best possible education for our pupils in partnership with parents, the Church and the local community.

Woodstock CE Primary School will be a centre for learning where adults and children:

- ✓ **Nurture** and prioritise wellbeing and development.
- ✓ **Believe** in themselves and in each other.
- ✓ **Discover** their own strengths and become successful lifelong learners.
- ✓ **Achieve** more than they ever thought possible.

OUR CHRISTIAN ETHOS

Recognising our historic foundation, we will preserve and develop our religious character in accordance with the principles of the Church of England and in partnership with the Churches at parish and diocesan level.

Woodstock CE Primary School strives to be an inclusive community where children grow, learn and achieve together. Within a nurturing, supportive and safe environment, mental health and wellbeing is at the heart of everything we do and recognised as the responsibility of all. Children's natural curiosity is fostered through a creative curriculum that excites and challenges, and enables them to be successful learners. Supported by a culture of equality and aspiration we aim to remove disadvantage so that every child can thrive.

We are committed to providing an education of the highest quality within the context of Christian belief and practice. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experience we offer to all our pupils.

"For I know the plans I have for you", declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29, v11

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The following policies can be found on the school website: www.woodstock.oxon.sch.uk

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- Data Protection and Confidentiality
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There are many more that may also be of interest to you.

Welcome to Woodstock CE Primary School



Children develop quickly in the early years, and as a school we aim to do all we can to help children have the best possible start in life. We want all children to develop their personalities, talents, and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities, or gender.

The Early Years Foundation Stage (EYFS) Framework came into effect in September 2012 and covers the education and care of all children in Early Years Provision. This Framework is mandatory and sets the standards that all Early Years Providers must meet to ensure that children learn and develop well and are kept healthy and safe. Since September 2012 there has been several updates to the Framework, the latest came into effect in September 2021.

There is a statutory reception baseline assessment (RBA). This is an activity-based assessment of pupils' starting points in language, communication and literacy and mathematics. The RBA is a short task-based assessment. Pupils use practical resources to complete tasks and teachers record the results on a laptop, or tablet. It is not used to label or track individual pupils. Schools are required to carry out the assessment within the first 6 weeks of pupils starting reception. No numerical score is shared, and the data is only be used at the end of year 6 to form the school-level progress measure. However, teachers receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term.

This Handbook details the EYFS requirements for learning and development, and for safeguarding children and promoting their welfare. Section Two includes all the policies and procedures that apply to the Early Years; Section Three includes information about curriculum provision for the Nursery and our Reception Classes.

Children learn and develop through positive relationships in enabling environments that provide stimulating resources and rich learning opportunities through play and exploration. At Woodstock CE Primary School, we pride ourselves on providing quality learning experiences with a well-qualified, skilled staff who deliver the best possible outcomes for the children in our care.

We look forward to welcoming you to our school, and to developing a happy and successful partnership with you and your child.

THE EARLY YEARS FOUNDATION STAGE FRAMEWORK

Introduction

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the Early Years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Provision

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress, and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings
- the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers)

The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

Overarching Principles

Four guiding principles should shape practice in early years settings. These are:

- 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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

The Learning and Development Requirements

This section defines what providers must do, working in partnership with parents and/or carers, to promote the learning and development of all children in their care, and to ensure they are ready for school. The learning and development requirements are informed by the best available evidence on how children learn and reflect the broad range of skills, knowledge and attitudes children need as foundations for good future progress. Early Years providers must guide the development of children's capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them.

The EYFS learning and development requirements comprise:

- the seven areas of learning and development and the educational programmes (described below)
- the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year
- the assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers)

Development Matters, non-statutory curriculum guidance for the EYFS, is available to support providers in their delivery of the EYFS learning and development requirements.

The Areas of Learning and Development

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

These are the **prime areas**:

- communication and language
- physical development
- personal, social, and emotional development

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

The **specific areas** are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Educational Programmes

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

Communication and Language Development

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use

and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social, and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy, and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control, and confidence.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems, and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space, and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses, and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe.

Learning and Development Considerations

As practitioners we consider the individual needs, interests, and development of each child in our care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. With the youngest children we ensure a strong foundation for children's development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.

Throughout the early years, if a child's progress in any prime area gives cause for concern, we would discuss this with the child's parents and/or carers and agree how to support the child. Consideration will be given as to whether a child may have a special educational need or disability which requires specialist support. We will link with, and help families to access, relevant services from other agencies as appropriate.

For children whose home language is not English, we 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. We will also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, making certain that children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, teachers will assess children's skills in English. If a child does not have a strong grasp of English language, we will explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

We recognise play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. We have designed our curriculum to cover what we feel we want children in our setting to learn, and we carefully consider the most effective ways to teach it. We work to stimulate children's interests, respond to each child's emerging needs, and guide their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there is a greater focus on teaching the essential skills and knowledge in the specific areas of learning to help children to prepare for year 1.

In planning and guiding children's activities, we reflect on the different ways that children learn and reflect these in our practice. Three characteristics of effective teaching and learning are:

- **Playing and Exploring** - children investigate and experience things, and 'have a go'.
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Each child will be assigned a key person (this complies with DFE safeguarding and welfare requirement). Teachers will inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending our Nursery and/or our reception class. The key person will help ensure that every child's learning and care is tailored to meet their individual needs. The key person will seek to engage and support parents and/or carers in guiding their child's development at home. They will also help families engage with more specialist support if appropriate.

The level of progress children should be expected to have attained by the end of the EYFS is defined by the Early Learning Goals set out below.

THE EARLY LEARNING GOALS

The ELGs support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1. When forming a judgement about whether an individual child is at the expected level of development, teachers draw on their knowledge of the child and their own expert professional judgement.

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
 - Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

A range of whole-school Theme Days are held over the school year to add depth and breadth, for example World Book Day, Science Day, Safety Day, Health & Sports Week, Creative Arts Week. Children in the Early Years take part in these special events and other opportunities to help them feel part of our school community. The curriculum is further enhanced and enriched through the involvement of outside professional speakers including artists, authors, health partners and local clergy.

CLASS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	THIS IS ME!		I LIVE HERE!		THE GREAT OUTDOORS	
Reception	OUR COMMUNITY	FOLLOW THE STAR	ONCE UPON A RHYME	SPLISH, SPLASH, SPLOSH	AT THE BOTTOM OF THE GARDEN	WHEELS, WINGS AND OTHER THINGS

ASSESSMENT

Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners will respond to their own day-to-day observations about children’s progress and observations that parents and carers share. When assessing whether an individual child is at the expected level of development, practitioners draw on their knowledge of the child and their own expert professional judgement. Teachers address any learning and development needs in partnership with parents and/or carers, and any relevant professionals. Assessment informs dialogue between teachers in nursery, reception, and year 1 teacher about each child’s learning and development, to support a successful transition. Parents and/or carers are kept up-to-date with their child’s progress and development through informal conversations, shared observations via Evidence Me, parent meetings in the Autumn and Spring Terms and a written report the Summer the child leaves nursery and reception.

Progress Check at Age Two

Children aged between two and three, should receive a review of their progress, and parents and/or carers should be provided with a short, written summary of their child’s development in the prime areas. This progress check must identify the child’s strengths, and any areas where the child’s progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, children should receive a targeted plan to support future learning and development involving parents and/or carers and other professionals. Please share this with us when your child joins nursery.

Assessment at the End of the EYFS The Early Years Foundation Stage Profile (EYFSP)

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child.

The Profile provides parents and carers, practitioners, and teachers with a well-rounded picture of a child’s knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile must reflect practitioners’ own knowledge and professional judgement

of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development must be assessed against the early learning goals (see above). Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile.

Year 1 teachers will be given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These will inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

As a school we will share the results of the Profile with parents and/or carers and explain to them when and how they can discuss the Profile with the teacher who completed it. If a child moves to a new school during the academic year, we will send the assessment of the child's level of development against the early learning goals to the receiving school.

The Profile must be completed for all children, including those with special educational needs or disabilities (SEND). Reasonable adjustments to the assessment process for children with SEND will be made as appropriate.

SAFEGUARDING AND WELFARE REQUIREMENTS

Introduction

We believe 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. As a school we must take all necessary steps to keep children safe and well.

Child Protection

As a school we must be alert to any issues for concern in the child's life at home or elsewhere. To ensure this we implement policies and procedures, to safeguard children. These should be in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB).

The Headteacher assumes lead responsibility for safeguarding children in school. The lead practitioner is responsible for liaison with local statutory children's services agencies, and with the LSCB. They must provide support, advice and guidance to any other staff on an on-going basis, and on any specific safeguarding issue as required. The Headteacher attends child protection training courses that enable him/her to identify, understand and respond appropriately to signs of possible abuse and neglect

The Headteacher ensures that all staff understand the safeguarding policy and procedures, and that all staff have up to date knowledge of safeguarding issues. Training must enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

- Significant changes in children's behaviour.
- Deterioration in children's general well-being.
- Unexplained bruising, marks or signs of possible abuse or neglect.
- Children's comments which give cause for concern.
- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one

attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

If we have concerns about children's safety or welfare, we will notify agencies with statutory responsibilities without delay. This means the local children's social care services and, in emergencies, the police.

Suitable People

The school ensures that people looking after children are suitable to fulfil the requirements of their roles. We have effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children are suitable.

Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the setting). We will not allow people whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.

We record information about staff qualifications and the identity checks and vetting processes that have been completed (including the criminal records disclosure, reference number, the date a disclosure was obtained and details of who obtained it).

Staff Taking Medication/Other Substances

Practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If practitioners are taking medication which may affect their ability to care for children, they should seek medical advice. The senior management team work to ensure that those practitioners 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. Staff medication on the premises must be securely stored, and out of reach of children, at all times.

Staff Qualifications, Training, Support and Skills

The daily experience of children in Early Years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities. All staff receive induction training to help them understand their roles and responsibilities. Induction training includes information about emergency evacuation procedures, safeguarding, child protection, the provider's Equality Policy, and health and safety issues.

Regular staff appraisals are carried out to identify any training needs, and secure opportunities for continued professional development for staff.

At least one person who has a current paediatric first aid certificate is on the premises at all times when children are present and will accompany children on outings.

All staff have sufficient understanding and use of English to ensure the well-being of children in their care.

Key Person

Every child is assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

Staff: Child Ratios

Two qualified members of staff work in Nursery and three in Reception. At least one member of staff, in each section of the setting, is a qualified teacher. The School Standards and Framework Act 1998 (as amended by the Education Act 2002) limits the size of Reception and Key Stage One classes to 30 pupils per school teacher. 'School teachers' do not include teaching assistants, higher level teaching assistants or other support staff.

Health/Medicines

We promote the good health, including oral health of children, attending our setting. We have a procedure 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. We also have and implement a policy, and procedures, for administering medicines which includes systems for obtaining information about a child's needs for medicines, and for keeping this information up-to-date. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines must not usually be 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).

Medicine (both prescription and non-prescription) will only be administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. We keep a record each time a medicine is administered to a child, and inform the child's parents and/or carers on the same day, or as soon as reasonably practicable.

Food and Drink

Before a child is admitted to school we obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements. Fresh drinking water is available and accessible at all times. We record and act on information from parents and carers about a child's dietary needs.

In Nursery and Reception, we have areas which are adequately equipped to provide healthy snacks and drinks for children as necessary. Staff involved in preparing and handling food have received training in food hygiene.

We will notify Ofsted of any food poisoning affecting two or more children looked after on the premises. Notification will be made as soon as is reasonably practicable, but in any event within 14 days of the incident.

Accident or Injury

A first aid box is accessible at all times with appropriate content for use with children. We keep a written record of accidents or injuries and first aid treatment. We also inform parents/carers of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable, of any first aid treatment given.

We will notify Ofsted of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken. Notification will be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring. We will also notify local child protection agencies of any

serious accident or injury to, or the death of, any child while in their care, and will act on any advice from those agencies.

STRATEGIES FOR PROMOTING GOOD BEHAVIOUR IN THE EARLY YEARS

In the Early Years we adhere to the principles, aims and many of the strategies for promoting positive behaviour set out in the school's Behaviour Policy.

We have high expectations for children's behaviour. Children are given clear, simple and consistent rules in a manner suitable to their age and stage of development and individual needs.

Positive Behaviour

Positive Behaviour is encouraged in the following ways:

- Staff are positive role models
- Lots of praise and encouragement is given in recognition of children's positive behaviour. Children may receive 'superstar stickers' or 'star claps' to help them identify and celebrate when they have done something special.
- Children are also praised for 'being' to develop their self-esteem
- Positive language is used whenever possible (e.g. *Walking feet please*, rather than *don't run*), to make instructions easier for the children to understand and to create a more positive environment
- Staff work together with parents on strategies to develop consistency between home and nursery or reception.

Unacceptable and Undesirable Behaviour

On the occasions when undesirable behaviour is identified, staff will respond in accordance with the behaviour policy, taking into account the child's level of understanding. We encourage the children to make good choices and offer children calm down time if needed.

Staff ensure that appropriate behaviour is modelled and praised when achieved. They discuss the consequences of undesirable behaviour with children, to help them understand the impact of their actions and find appropriate ways of resolving their frustrations. This may be through PSED activities, circle times, or 1:1 as appropriate.

If a pattern of unacceptable behaviour continues, the teacher will involve the parents in discussions to try and resolve the problem.

These are the only forms of resolving conflicts that we accept in the Early Years. The only time physical restraint will be deemed acceptable is if the child was likely to cause personal injury to either themselves, another child/adult or serious damage to property. In this event, the incident would be recorded, and parents informed and asked to sign their awareness.

Behaviour related to Equal Opportunities and Diversity

Discriminatory remarks and/or behaviour such as name calling and excluding other children from activities due to any form of difference are not tolerated.

Even without 'intent', it is the impact such remarks may have on a child is unacceptable. Such incidents will be dealt with by staff in the following ways:

- In a calm and patient way staff will challenge any discriminatory comment, referring to the 'rules' of 'using kind words' and 'respecting one another' in Reception.
- Staff will talk to the children about how such comments might make the other person feel, concentrating on their feelings rather than the difference.
- Staff will make it clear to the child/ren that such comments are not acceptable in the setting and talk about how everyone is different and has special qualities and needs.
- Staff would report such an incident to the teacher, and this would be recorded, outlining what action has been taken
- The child/ren's key person would inform the parents/carers, of all the children concerned about the incident at the end of their session, explaining what action has been taken, referring them to our policy and procedures and, if appropriate, information on preventing and dealing with prejudice.
- If the situation reoccurs with the same child, the teacher will arrange a meeting with the parents to discuss the situation and agree further actions to be taken.

Incidences of such behaviour are extremely rare, and the intention is always to prevent its occurrence. The following preventative measures are used within the settings:

- The use of puppets or 'Persona Dolls', stories, circle time and other PSED activities to focus on differences in a positive way and explore children's feelings and the consequences of discrimination
- Empowering children by helping them with the language to use to enable them to make their own challenges to discrimination
- Displaying positive, inclusive images and using resources that include people of different races, abilities, gender and age.
- Staff being good role models for the children in promoting a respectful and inclusive environment.

SAFETY AND SUITABILITY OF PREMISES, ENVIRONMENT AND EQUIPMENT

Safety

We ensure that our premises, including outdoor spaces, are fit for purpose. Spaces, furniture, equipment and toys, are safe for children to use and premises are secure. We keep premises and equipment clean, and are aware of, and comply with, requirements of health and safety legislation (including hygiene requirements). We have, and implement, a health and safety policy, and procedures, which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.

We take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency and have an emergency evacuation procedure. We have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, and fire extinguishers) which are in working order. Fire exits are clearly identifiable, and fire doors are free of obstruction and easily opened from the inside.

Smoking and vaping

We have a no smoking or vaping policy, and prevent smoking or vaping in a room, or outside play area, when children are present or about to be present.

Premises

Our premises and equipment are organised in a way that meets the needs of children. Children aged three to five years are required to have 2.3m² of space per child. We ensure that, so far as is reasonable, the facilities, equipment and access to the premises is suitable for children with disabilities. We also provide access to an outdoor play area (unless circumstances make this inappropriate, for example

unsafe weather conditions). There are an adequate number of toilets and hand basins available and separate toilet facilities for adults. We also have access to areas where staff can talk to parents/carers confidentially. We will only release children into the care of individuals who have been cleared by the parent and will ensure that children do not leave the premises unsupervised. We take all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors.

Risk Assessment

We have a clear and well-understood policy, and procedures, for assessing any risks to children's safety, and review risk assessments regularly. We 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 and/or carers or inspectors. Risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

Outings

We understand that children must be kept safe while on outings, and we obtain written parental permission for children to take part in outings. We assess the risks or hazards which may arise for the children and must identify the steps to be taken to remove, minimise and manage those risks and hazards. The assessment includes consideration of adult to child ratios. Vehicles in which children are being transported, and the driver of those vehicles, will be adequately insured.

Equal Opportunities

We have and implement a policy, and procedures, to promote equality of opportunity for children in our care, including support for children with special educational needs or disabilities. The policy covers: how the individual needs of all children will be met (including how those children who are disabled or have special educational needs, will be included, valued and supported, and how reasonable adjustments will be made for them); the name of the Special Educational Needs Co-ordinator (in group provision); arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference; how inappropriate attitudes and practices will be challenged; and how the provision will encourage children to value and respect others.

Information and Records

We maintain records and obtain and share information (with parents and carers, other professionals working with the child, and the police, social services and Ofsted as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met. We work to enable a regular two-way flow of information with parents and/or carers.

Records are easily accessible and available (these may be kept securely off the premises). Confidential information and records about staff and children are held securely and only accessible and available to those who have a right or professional need to see them.

All staff understand the need to protect the privacy of the children in their care as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. Parents and/or carers are given access to all records about their child, provided that no relevant exemptions apply to their disclosure under the DPA26.

Records relating to individual children are retained for a reasonable period of time after they have left the provision.

Information about the Child

We record the following information for each child in their care: full name; date of birth; name and address of every parent and/or carer who is known to the provider (and information about any other

person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with; and emergency contact details for parents and/or carers.

Information for Parents and Carers

We make the following information available to parents and/or carers:

- How the EYFS is being delivered in the setting, and how parents and/or carers can access more information (for example, via the DfE and school websites).
- The range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and carers can share learning at home.
- How the setting supports children with special educational needs and disabilities.
- Food and drinks provided for children.
- Details of the provider's policies and procedures including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting.
- Staffing in the setting; the name of their child's key person and their role; and a telephone number for parents and/or carers to contact in an emergency.

Complaints

We have a procedure for dealing with concerns and complaints from parents and/or carers, and keep a written record of any complaints, and their outcome.

Policies and Procedures

- **Accident and Injuries**
- **Administering Medicines**
- **Checking the Identity of Visitors**
- **Dealing with Concerns and Complaints**
- **Dropping Off and Collection**
- **Food and Drink**
- **Hygiene**
- **Personal Care**
- **Responding to Children who are Ill or have Infectious Diseases**
- **Use of Mobile Phones and Cameras**
- **Assessment**

ACCIDENT AND INJURY



Accidents

All accidents requiring first aid must be reported to the School Business Manager. If accidents are sufficiently serious, the School Administer will inform parents either by phone or via a standard email sent home at the end of the school day.

If the accident involves a bump to the head, the child's parents should always be phoned if urgent, otherwise they will receive a text message with up-to-date advice. The parent will be given the opportunity to come into school to see their child. They may or may not decide to take their child home or to seek medical attention.

An accident report form should be completed for all accidents by the member of staff administering first aid. If accidents are of a more serious nature and involve professional medical attention, please seek advice from the school administrator.

First Aid

First Aid may only be administered by a member of staff with a current certificate of competence in this area. A register of all First Aid trained staff is kept on the notice board in the school office.

A First Aid box is located on the wall in the Resource Room together with portable First Aid Kits, to be taken out on trips.

If a child requires First Aid, the child should either be accompanied to one of the First Aiders by a sensible pupil or someone should be sent to fetch a First Aider.

All accidents which occur on the premises, whether they involve employees, pupils, visitors or members of the public, must be recorded. Accident Reporting Forms are completed online via smartlog.

All accidents resulting in injury (broken bones, major bleeds etc.) must be reported to the OCC and the County Accident Report Form is used for this purpose. The School Business Manager will complete this online form.

Children requiring individual attention for specific medical conditions are identified, together with a photograph on the inside covers of registers where appropriate. Details of medication for these children are to be found in individual bags clearly marked with a red cross and the child's name and photograph on the staff room notice board.

Critical Incidents

In a crisis the central objective will be to safeguard the safety of pupils and staff, ensure the Headteacher establishes early control, in partnership where appropriate with OCC and other agencies, minimise disruption, and to recover a full education programme as quickly as possible.

A comprehensive Critical Incident Plan is reviewed annually by members of the H&S Committee and the Headteacher. They are responsible for ensuring all appropriate preventative measures are taken to minimise the risk of an incident occurring, and that emergency procedures are in place and tested regularly. The aim of the Critical Incident Plan is to describe how the school will respond in an emergency in order to save lives and minimise the risk of injury to the school community in the event of a potential or actual life-threatening emergency.

Copies of the Critical Incident Plan are kept in the Headteacher's office and off-site with the Headteacher.

In an event of an emergency, the Critical Incident Team will convene. The Team comprises of:

Headteacher	Christian McGuinness
Deputy Head	Anna Poole
Business Manager	Richard Graham
Chair Governors	Lynne Hammond

ADMINISTERING MEDICINES



The local authority requires schools to have policies and procedures in place to ensure the effective management of pupils' medical needs.

Woodstock CE School aims to meet the needs of, and provide equal opportunities for, all the pupils. To fulfil this aim it is accepted that some children may be required to take medication in order that they can continue to attend school.

Any medicines brought into school must be sent to the school office and the parent/carer asked to complete a form giving details of the medication and administration thereof. The Headteacher will arrange for the giving of medicine if it has been prescribed by a doctor, as long as the parent has provided appropriate information and the child is well enough to be in school.

If children require inhalers for the control of asthma, their medication should be kept in the classroom for immediate use, providing the school had obtained clear written instructions for its use from the parent/carer.

Asthmatic children are advised to take their inhalers before exercise rather than when breathing becomes difficult. Inhalers should be taken with children into the hall or onto the school playing field if they are involved in physical activities. All medication must be available to children when they are involved in visits, games, matches and other events that take them away from school. On these occasions, a teaching member of staff must take responsibility for any medication.

Children requiring individual attention for specific medical conditions are identified, together with a photograph on the inside covers of class registers, and also on the staffroom and office notice boards (child's name, details of medical condition and a photo). Medication for these children is kept securely in individual bags clearly marked with a red cross and the child's name and photograph in the child's classroom.

CHECKING THE IDENTITY OF VISITORS



During a school day a variety of people will visit the school; tradesmen, education support, parent helpers etc. We need to be aware of who is on the premises, be able to identify unauthorised persons and know when visitors have left the premises.

A visitor is anyone other than a person employed at the school, a pupil or a parent delivering or collecting a child at the start or end of a school day.

Visitors and volunteers in school have a valuable role to play and can contribute to many aspects of the life and work of the school.

The standard procedure is for visitors to gain access to the school through the coded secure main entrance. They will be let in by a member of the office staff who will check their identity and direct them to the appropriate place. At no time will pupils be given responsibility for admitting visitors.

All visitors including volunteers will be asked to sign in at the office and will be given a Visitors' Badge to wear – on a red lanyard if they are not DBS checked and on a green lanyard if they have a current DBS.

Visitors who are not DBS checked will be reminded that they should not be alone with any child. It is the responsibility of the class teacher to ensure that this is complied with.

All persons not wearing badges must be challenged politely for the sake of security and safety of our pupils. The Headteacher must be informed immediately of any intruder or visitor behaving in an inappropriate manner, for example under the influence of alcohol. Children should be shielded or moved away quietly and quickly if required. The police will be alerted immediately. If such an incident occurs during break times the teacher on duty will ensure that all pupils return to the school building safely and entrances are secured, and alert a member of the Leadership Team.

Any member of staff admitting a visitor through any other door is personally responsible for ensuring that the visitor's details are recorded in the Visitors' Book.

Unless the admitting adult recognises the visitor and knows his/her business at the school, she/he will establish:

- The identity of the visitor (if appropriate by asking for an identification document).
- The purpose of the visit before admitting the visitor to the school and will ensure that the visitor enters adequate visitor details in the Visitors' Book.

If in any doubt about the visitor, the member of staff must ask the visitor to wait in the entrance porch and inform the Headteacher immediately.

Office staff will check the Visitors' Book during the lunch break and at the end of the school day to establish that all visitors entered in the book have a time of departure against their name, or (if not) that they have left the school. Staff will note in the book details of any visitor where no time of departure has been recorded or for whom no details have previously been entered.

DEALING WITH CONCERNS AND COMPLAINTS



Any complaints about school matters should first be discussed with class teachers or brought to the attention of the Headteacher. At Woodstock Primary we pride ourselves on working with parents and do our very best to deliver education and care of a high standard.

If the complaint is not resolved, a formal complaint may be made firstly to the Governing Body and secondly to the Local Authority.

The procedure to register a complaint is available from the School Business Manager.

DROPPING OFF AND COLLECTION POLICY



Dropping Off

All staff have responsibility for the safety and welfare of children in the school environment.

At the beginning of the school day children enter directly into the Nursery or Reception classrooms. A member of staff monitors the classroom entrance to ensure that, once children are brought safely into the room by a parent or carer, they do not leave.

If you arrive at school after 9am you are asked to bring your child through the main school entrance where you can sign him/her in and give a reason for the lateness. This ensures all pupils are safely accounted for by the start of the school day.

Absence

If your child is ill and will not be attending school for the day, we would ask you to phone and let the Office know before 9.00am. If a child is absent and we have had no message from home, school will attempt to speak to parents using all the contact numbers we have on record. If we are unable to speak to anyone, then this absence will be recorded as unauthorised.

Under new government guidelines which came into force in September 2013, any holiday taken in term time is unauthorised unless the circumstances are exceptional and may be subject to a fine from the Local Authority. Any request for term time leave should be made in writing to the Headteacher in advance stating the reason for the request.

Collection

We only let children leave school with adults who have permission to collect them. We therefore ask you to provide us with a list of people authorised to collect. It would be helpful, if they are not known to the school, to include a description or a photograph for us to keep on file. In the event of an emergency, we can operate a password system where you can send someone not authorised to collect your child but who is able to give the password.

It is important that you arrive at the end of a session/the day to collect your child punctually. Even very young children learn our routine and know when their parents are due. They can become distressed if they are late in being collected. Please also remember that school staff are often expected to be in meetings or running after school clubs. We understand that occasional delays are unavoidable, especially if you are relying on public transport. If you are delayed, for whatever reason please contact the Office and let our Administrator know when you expect to arrive. The Office will then make arrangements for your child's teacher to take care of him/her until you arrive.

In the event of a child not being collected staff will continue to try and make contact with home. If staff are no longer able to care for your child on the premises, then a member of the School's Leadership Team will contact the Local Authority's Social Care Service and follow the advice given. A full written report of the incident will be recorded.

Missing Child on the School Site

In the event of a member of staff fearing that a child has gone missing while at school the following procedure will be followed –

- Member of staff who has noticed the missing child will calmly inform the nearest member of the Leadership Team and Headteacher.
- Class Teacher will count, and name check all the pupils present against the register while the group are assembled in one place.
- AT THE SAME TIME all other available staff will conduct a thorough search of the premises and notify the Leadership Team member and Headteacher if the child is found immediately.
- A thorough check of all exits to be made to make sure all gates/doors were locked/bolted and there are no other ways a pupil could have left the school. If something is discovered this needs to be drawn to the attention of the Leadership Team and Headteacher immediately.
- Available staff will begin a search of the area immediately outside of the school, in pairs using mobile phones.
- If the child has not been found after 10 minutes from the initial report of them as missing then parents/carers should be notified.
- If the missing child has any special medical or learning needs then these need to be noted, to be disclosed to police or other agencies.
- If when phoning the parents/carers they have had no contact from the child, the police will be contacted by the School Administrator by dialling 999.

The police will want to know:

- Where you are (address of setting/venue).
- The next of kin of the child.
- A detailed description of the child, including age, sex, working down from head to toe including as much clothing description as possible.
- The circumstances of the incident, including anything that may have triggered the disappearance, how long have they been missing, where were they last seen,
- Who is looking for the child, where are they, do they have a mobile with them, what is the number?

The incident should be relayed to other important agencies including Oxfordshire County Council and Ofsted.

When the child is found members of staff will care for and talk with the child, bearing in mind that he/she may be unaware of having done anything wrong or, alternatively, he/she may also have been afraid and distressed and may now be in need of comfort.

A member of staff will also speak to the remaining children to ensure that they understand that they must not leave the premises and why.

After the incident the Class Teacher and Headteacher (or Leadership Team Member) will sensitively discuss with the child's parents/carers the events surrounding the disappearance of the child. If appropriate, a short meeting will be held at the end of the session/start of the following session or a note sent home with the children to give parents brief, accurate information about the incident, as soon as possible.

Missing Child on a Trip

Every precaution is taken to ensure the safety of the children on a school trip. Staff will continually reassess risks during a visit. Changes in the weather need to be monitored. Changes to the itinerary may introduce new hazards not covered in the original risk assessment. Regular head counting of pupils should take place, particularly before leaving a venue. Pupils should be readily identifiable, either by their uniform or by a brightly coloured cap. Adequate staff/pupil ratio will be adhered to and a register of pupils will be taken on the trip. Furthermore, mobile phones will be taken on every visit and contact numbers left at school.

In the event of a member of staff fearing that a child has gone missing while off school premises on school trips or visits the following procedures will be followed:

- The Trip leader must ensure the safety of the remaining pupils.
- One or more adults should immediately start searching for the child.
- If the child is missing and cannot be found the school must be called.
- The school will ring the police.
- The school must be constantly kept informed of the situation.
- If hospitalisation is required TWO staff minimum (1 must be a teacher) must go in the ambulance.

Parents and carers can ask for further details about any arrangements at the Induction meeting that takes place in the Summer term before children are admitted to Nursery and Reception.

FOOD AND DRINK POLICY



At Woodstock CE Primary School we recognise the role of the school in supporting children's knowledge and understanding of a healthy diet and lifestyle. We are an accredited National Healthy School and we are committed to promoting and monitoring healthy food in school. It is important that we consider all elements of our work to ensure that we promote health awareness in all members of the school community. Through effective leadership, the school ethos and the curriculum, all school staff can bring together all elements of the school day to create an environment which supports a healthy lifestyle.

Snack

All Foundation Stage children have a snack of fresh fruit, which is shared either in a whole-group snack time or from a designated snack area. Children under the age of five years old also receive milk for free.

Packed Lunches

At Woodstock CE Primary, we promote healthy packed lunches. Lunch time supervisors encourage children to eat all/the majority of their lunch before going out to play.

Hot Lunches

All children in Reception and KS1 are entitled to a free hot meal each day. Parents are able to choose vegetarian or meat/fish from a termly menu. Whilst we encourage an uptake of a hot meal in the middle of the day, children can bring in a packed lunch if this is parents' preference.

Water for All

Children have access to water throughout the school day. Class teachers remain conscious of the need for children to consume water during the day. Foundation Stage children are actively encouraged to drink water at their snack time. Plastic cups are made available for all children.

Cooking

In the Foundation Stage, there are a number of opportunities for pupils to develop knowledge and understanding of health, including healthy eating patterns and practical skills that are needed to understand where food comes from such as planting the in allotments, preparing, cooking and tasting food.

Partnership with Parents and Carers

The partnership between home and school is critical in shaping how children and young people behave, particularly where health is concerned. Each must reinforce the other.

Role of the Governors

Governors monitor and check that the school's policy is upheld and can also offer guidance where a member of the Governing Body has particular expertise in this area.

Food Hygiene

Children are reminded on a regular basis about the importance of hand washing before eating. Whenever children are to sample or handle food in the classroom, there are a number of guidelines which should be followed:

- Clean all work surfaces to be used with anti-bacterial spray and a clean cloth.
- If necessary, cover work surfaces with disposable/ plastic tablecloths before starting the task.

- Ensure all utensils have been thoroughly cleaned beforehand.
- Always wash hands using soap before any preparation/ sampling tasks.
- Ensure sleeves are “rolled up” and aprons are worn for all food preparation.
- When sampling always let individuals have their own spoon/ cup etc.
- Encourage thorough washing up after the tasks and return utensils to where they are stored.

Food Storage

Careful consideration is given to the correct storage of food within school. This includes the storage of packed lunch boxes which are kept in a cool area, away from radiators. Parents are encouraged to send packed lunches in cooler bag style packed lunch boxes. This also includes the correct storage of milk, fruit and vegetables from the School Fruit and Vegetable Scheme. School follows the guidance set out within this scheme.

HYGIENE POLICY



It is very important to prevent the spread of germs and illnesses that hygiene procedures are in place and strictly adhered to. To this aim, children are:

- Encouraged to wash their hands after going to the toilet, touching animals and playing outside. They must also wash their hands before eating any meals or snacks.
- Assisted in hand washing, ensuring that they are washing and drying them correctly.
- Provided with a clean towel in the toilet area each day, however if a child is poorly she/he will be provided with their own towel as a precaution.
- Assisted with wiping their noses when they have colds and staff will try to teach them how to blow their noses. They will explain to them the importance of safely throwing away dirty tissues to prevent the spread of germs. Staff will also encourage children to put their hand over their mouths when they cough.

Children regularly take part in cooking activities. The school benefits from a purpose build children's cooking area which provides suitable facilities for the hygienic preparation of food. Members of staff have received food hygiene training.

PERSONAL CARE POLICY



Introduction

The purpose of this policy is:

- To safeguard the rights and promote the best interests of the children.
- To ensure children are treated with sensitivity and respect, and in such a way that their experience of intimate care is a positive one.
- To safeguard adults required to operate in sensitive situations.
- To raise awareness and provide a clear procedure for intimate care.
- To inform parents/carers in how intimate care is administered.
- To ensure parents/carers are consulted in the intimate care of their children.

Principles

As a school we have a duty of care to all children and this includes attending appropriately to their personal needs. At Woodstock CE Primary School and Nursery we believe that children are entitled to have their personal needs met by people they know and trust. During the course of a session, should a child require personal care, a member of staff (their Key Person or a familiar member of the team) will attend discretely and sensitively to their needs in a quiet, designated area.

Definition

Intimate care is one of the following:

- Supporting a pupil with dressing/undressing
- Providing comfort or support for a distressed pupil
- Assisting a pupil requiring medical care, who is not able to carry this out unaided
- Cleaning a pupil who has wet / soiled him/herself, has vomited or feels unwell
-

Supporting Dressing/Undressing

Sometimes it will be necessary for staff to aid a child in getting dressed or undressed particularly in Early Years and Nursery. Staff will always encourage children to attempt undressing and dressing unaided.

Providing Comfort or Support

Children may seek physical comfort from staff (particularly children in Nursery and Reception). Where children require physical support, staff need to be aware that physical contact must be kept to a minimum. Comforting a child physically will usually be child initiated. When comforting a child or giving reassurance, the member of staff's hands should always be seen, and a child should not be positioned close to a member of staff's body which could be regarded as intimate. If physical contact is deemed to be appropriate staff must provide care which is suitable to the age, gender, and situation of the child.

If a child touches a member of staff in a way that makes him/her feel uncomfortable this can be gently but firmly discouraged in a way which communicates that the touch, rather than the child, is unacceptable.

Medical Procedures (See First Aid Policy)

If it is necessary for a child to receive medicine during the school day parents must fill out a form from the school office and discuss their child's needs with a member of staff before the school agrees to administer medicines or medical care. Any member of staff giving medicine to a pupil should check:

- The pupil's name
- Written instructions provided by parents or doctor
- Prescribed dose
- Expiry date

Particular attention should be paid to the safe storage, handling and disposal of medicines.

The Head Teacher has prime responsibility for the safe management of medicines kept at school. School staff are also responsible for making sure that anyone in school is safe. Medicines should generally be kept in a secure place, not accessible to pupils but arrangements must be in place to ensure that any medication that a pupil might need in an emergency is readily available.

Soiling

Intimate care for soiling should only be given to a child after the parents have given permission for staff to clean and change the child. Parents who have children in the Nursery and Reception class are asked to sign a permission form so that the Early Years staff can clean and change their child in the event of the child soiling themselves.

If a parent does not give consent, the school will contact the parents or other emergency contact giving specific details about the necessity for cleaning the child. If the parents/carers or emergency contact is able to come within a few minutes, the child is comforted and kept away from the other children to preserve dignity until the parent arrives. Children are not left on their own whilst waiting for a parent to arrive, an adult will stay with them, giving comfort and reassurance. The child will be dressed at all times and never left partially clothed. If a parent/carer or emergency contact cannot attend, the school seeks to gain verbal consent from parents/carers for staff to clean and change the child. This permission will be sought on each occasion that the child soils him or herself.

If the parents and emergency contacts cannot be contacted the Head Teacher will be consulted. If put in an impossible situation where the child is at risk, staff will act appropriately and may need to come into some level of physical contact in order to aid the child.

When touching a child, staff should always be aware of the possibility of invading a child's privacy and will respect the child's wishes and feelings.

If a child needs to be cleaned, staff will make sure that:

- Protective gloves and an apron are worn
- The procedure is discussed in a friendly and reassuring way with the child throughout the process
- The child is encouraged to care for him/herself as far as possible
- Physical contact is kept to the minimum possible to carry out the necessary cleaning
- The child is clean before they redress themselves
- Privacy is given appropriate to the child's age and the situation
- All spills of vomit, blood or excrement are wiped up and flushed down the toilet
- Any soiling that can be, is flushed down the toilet
- Soiled clothing is put in a nappy bag, unwashed, and sent home with the child
- A personal care form is filled out and a copy is sent home.

Hygiene

All staff must be familiar with normal precautions for avoiding infection, must follow basic hygiene procedures and have access to protective, disposable gloves.

Protection for Staff

Members of staff need to have regard to the danger of allegations being made against them and take precautions to avoid this risk. These should include:

- Gaining a verbal agreement from another member of staff that the action being taken is necessary
- Another member of staff will be available to support
- Be aware of and responsive to the child's reactions

Sun Protection

During warm summer months all children should have a named sun hat in school which they will be encouraged to wear when playing outside. Staff are not permitted to apply sun cream to children but can supervise additional application if absolutely necessary. We ask that parents apply long lasting sunscreen before school in hot weather.

Safeguards for Children

There is an obligation on local authorities to ensure that staff who have substantial, unsupervised access to children undergo police checks. All staff at Woodstock CE Primary School are CRB checked on application and cannot undertake tasks within school until all checks are completed satisfactorily.

It is not appropriate for volunteers to carry out intimate care procedures. Students and Trainees should only do so under the supervision of a trained member of staff, following consultation with the student or trainee's college / partnership supervisors.

RESPONDING TO CHILDREN WHO ARE ILL OR INFECTIOUS



Infectious diseases can be a major cause of illness among children and can affect a child's schooling by causing absenteeism. They may in turn, affect other children and staff. Staff encourage children to learn basic principles of good hygiene (especially hand washing). We ask parents to work with us to limit the spread of illness.

Children returning to school after illness should clearly be fit to do so and free from infection. Please err on the side of caution when making a decision about your child returning to school. Children should be fit to participate in all school activities, including games and playtime. Injury and asthma are the exceptions.

If any child or adult at the school contracts a notifiable disease, we will inform Ofsted and follow the advice given by the Health Protection Agency. Similarly, if a staff member has any of the signs or symptoms described in the child exclusion guidelines, they are to report this to the Headteacher. If they are diagnosed with a communicable disease, they must report this within twenty-four hours

The following guidance is issued by the Department of Health.

RASHES AND SKIN		
Condition	Recommended Exclusion Period	Comments
Chickenpox	5 days from onset of rash	
Cold Sores	None	Many healthy children excrete this virus at some time without having a sore
German Measles	5 days from onset of rash	The child is most infectious before the diagnosis is made and most children should be immune due to immunisation so that exclusion after the rash will prevent very few cases. See 'Other Considerations'
Hand, Foot and Mouth Disease	None for school aged children.	Usually a mild disease not justifying time off school. Younger age group spreads rapidly.
Impetigo	Until sores are crusted or healed	Antibiotic treatment by mouth may speed healing. If sores can reliably be covered exclusion may be shortened.
Measles	5 days from onset of rash	Measles is now rare in the UK
Ringworm	None	Proper treatment by the GP is important. Scalp ringworm needs

		treatment with an anti-fungal by mouth.
Scabies	Until treated	Outbreaks have occasionally occurred in schools and nurseries. Child can return as soon as properly treated. This should include all the persons in the household.
Slapped cheek	None	Nearly all transmission occurs before the child becomes unwell.
Scarlet Fever	5 days commencing from antibiotics	Treatment recommended for the affected child.
Warts and Verrucae	None	Affected children may go swimming but verrucae should be covered.

DIARRHOEA AND VOMITING ILLNESS		
Condition	Recommended exclusion period	Comments
Diarrhoea and/or vomiting (with or without a specified diagnosis)	Until diarrhoea and vomiting has stopped for 48 hours.	Children under 5 and older children who have difficulty maintaining own hygiene should stay away until symptoms have stopped for 48 hours.
Salmonella	As above	As above
E Coli and Haemolytic Uraemic Syndrome	Depends on type of E coli. Seek further advice.	

OTHER ILLNESSES		
Condition	Recommended exclusion period	Comments
Conjunctivitis	None	In the event of an outbreak contact HPU
Glandular Fever	None	In the event of an outbreak contact HPU
Head Lice	None	Treatment is recommended in all cases where lice or eggs have actually been seen.
Hepatitis A	See Comments	Older children are more infectious prior to the illness. Exclusion is justified for 5 days from onset of jaundice or stools becoming pale for the under 5's.

Meningococcal Meningitis/septicaemia	See Comments	Seek advice from HPU
Mumps	5 days from onset	Most infectious before diagnosis is made. Most children should be immune due to immunisation.
Threadworms	None	Transmission is less common in school-age children than in pre-schoolers, however, treatment is recommended for the child and all the family.
Tonsillitis	None but the child may be too unwell to attend school.	Most cases are due to viruses. See GP for recommended treatment.

RESPIRATORY		
Condition	Recommended Exclusion Period	Comments
'Flu'	None	Most infectious just before and at onset of symptoms.
Tuberculosis	See Comments	Generally requires prolonged, close contact for disease to spread. Not usually spread by children. Seek advice from HPU
Whooping Cough	5 days from commencement of antibiotic treatment.	Treatment is recommended though non-infectious coughing may continue for many weeks.

Care of Mildly Ill Children

If a child becomes ill whilst at school staff will immediately contact the child's parents or "emergency contacts" and inform them of the situation, parents must arrange for the child to be collected as soon as possible.

Children who are sick will be treated as follows whilst waiting for the parent to collect the child:

- Isolate the sick child from the other children in a way that is nurturing to the child and as much as space allows.
- When needed, provide the child with somewhere to rest while they are waiting.
- Blanket used for the child resting and toys played with while waiting for the parent to arrive will be sanitized following use.
- Take the child's temperature when any of the following signs are present- nausea, vomiting, flushed cheeks, warm to the touch on the back of your hand, diarrhoea, excessive coughing or fatigue.
- Staff members will wear disposable latex gloves when handling any body fluids or waste products.
- Body fluids will be cleaned up using latex gloves, disposable paper towels, and soap and water, followed by a sanitizing solution. Bleach solutions may also be used. Paper towels and gloves will be discarded in the waste within two plastic bags (triple bagging will be used for blood, vomit or faecal material).

- Soiled clothing will be sealed in double or triple plastic bags and sent home.
- Proper hand washing will be carried out

Parents should inform the school if their child has been diagnosed with an infection like Measles, Chickenpox, a serious stomach complaint or a contagious infection. They **MUST** inform the school if their child has had Rubella (German Measles) in case they have been in contact with anyone in the early stages of pregnancy.

POLICY FOR USE OF MOBILE PHONE AND CAMERAS



It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used. Photographs are used extensively throughout the Nursery and Reception classes, but generally to capture a particular experience or something a child has achieved. In addition, we may use photographs for the following: -

Photographs	Purpose
Examples of children's play	To create displays that demonstrate children's learning. As evidence to go in development files to share with parents and children.
Displays of children's work	A record of ideas and reference for future use
Of areas within the Nursery and Reception	To demonstrate the range of activities provided
For photo albums	To share with children, parents and visitors
For special events and festivals	As a record and to show children and parents a range of diversity/cultural experiences ; photographs may be posted on to the School's website (without the full name of any child)
Photographs of staff interacting with children	To demonstrate good practice within the EYFS

Procedures

The following procedures must be adhered to by staff, volunteers, students, parents and visitors to the Reception and Nursery classrooms.

- Mobile phones and personal cameras should not be carried by any member of staff, volunteer or helper, either inside or outside, during Nursery/School opening hours. The only exception will be the use of a personal mobile phone in the event of an emergency and of land-line failure (the office has the number).
- All personal mobile phones and cameras must be kept inside a bag, in the store room or office.
- You are asked to give the school land-line number to any person who may need to contact you in an emergency (01993 812209).
- Mobile phones may be accessed during mid-morning and lunch breaks but away from pupils.
- Mobile phones should not be used to take photographs of children at any time.
- Only school designated cameras can be used to take photographs of children.
- Photographs can only be downloaded onto the designated Nursery and Foundation Unit's laptops, or shared documents on the school system.
- In accordance with the Data Protection Act (1998) photographs will be deleted from the camera and laptop when they have been used, or at least within one school term.
- EYFS teachers are responsible for ensuring the safe downloading and removal of photographs to and from the designated cameras and laptops.

- Parents and visitors to the Nursery or Reception classrooms should not take photographs of children or the setting using either cameras or mobile phones, without permission of the Nursery/Reception Teacher.

ASSESSMENT IN THE EARLY YEARS



Throughout the Early Years we gather and collate information about how the children are learning and the characteristics of learning that they are displaying as they work and play. Information may be gathered in a variety of ways;

- Formal written observations
- Short post-it notes or stickers with quotes
- Photographs
- Annotated pieces of work

We have invested in a software package, for use in Nursery, on i-pads which allows us to gather information electronically. There are facilities to take photographs, add key objectives from Development Matters and add additional notes to the observation. All information gathered in this way is held securely by 2Simple and can only be accessed by members of staff using a password. The i-pads themselves are pin protected and all observations are loaded daily to the management suite so that they are not stored on the i-pads.

It is also possible to make use of the Parent Share facility in the software. This facility allows us to send occasional pieces of information and photographs to parents and gives parents the opportunity to respond. It can also allow parents to send in key pieces of information about their child, for example, when their child learns to ride a bike or swims without arm bands for the first time.

To make full use of this software we require an e-mail address from you that will be securely held within the management suite and attached to your child's profile.

The use of photographs within the software is covered by the permission you give when signing our 'Acceptable User Policy agreement.'

Children in Reception have an electronic learning journey on the platform Evidence Me, which records their individual achievements throughout the year. These observations include pieces of work, photographs, children's comments, and staff annotations which are linked to Development Matters 2021 and the Characteristics of Teaching and Learning. Each child also has a workbook, a handwriting book and a writing assessment book which moves through the school with them. The writing assessment book contains an independent piece of writing from each half term in the year. Writing is moderated through partnership team meetings.