

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

Rationale

We acknowledge the statement that “Every child deserves the best possible start in life and the support that enables them to fulfill 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.” (DfE 2012)

We believe it is essential to create an environment of emotional warmth, with consistent praise and encouragement, so that each child feels individually valued, motivated and confident to meet new challenges and reach our high expectations with a sense of achievement.

We are in agreement with the Development Matters agenda, as we want all of our children to be successful learners, to be confident individuals and to become responsible citizens.

Aims

- To promote the social, emotional, physical, spiritual and intellectual development of each child.
- To provide a stimulating and safe environment for learning where children can engage in first hand experiences.
- To support and extend children’s learning through purposeful observation, evaluation and interaction.

Organisation

- The EYFS has one reception class, three nursery classrooms, and an enclosed outdoor area in addition to an accessible outdoor environment that facilitates the learning opportunities created by the natural world. It is staffed by teachers and nursery assistants.
- The EYFS Teacher is responsible for the management of the Foundation Stage in the Reception class.
- The EYFS Nursery Head is responsible for the management of the Foundation Stage team and the Foundation Stage in the Nursery classes.

Role of the Headteacher

The Headteacher has:

- appointed a member of staff for the roles of:
 - EYFS Reception Class Teacher, Mrs. Pat Collingborn
 - Nursery Head, Mrs. Debbie Credicott

Role of the Early Years Foundation Stage Teacher

The Early Years Foundation Stage Teacher will:

- lead the development of the Foundation Stage within the Reception Class;
- review and monitor by discussion with support staff within the Reception Class;

- report to the Headteacher on the success and development of the EYFS within the Reception Class;
- will complete the EYFS Profile to provide a reliable, valid and accurate assessment of individual children at the end of the Foundation Stage;
- liaise with the Nursery Manager and the teaching staff of those children who will be making the transition into Reception;
- in conjunction with the Nursery Head review and monitor the policies specific to EYFS;
- keep up to date with new developments and resources in regards to the National Framework;
- focus efforts to continually review and promote the curriculum;

Role of the Nursery Head

The Nursery Head will:

- lead the development of the nursery;
- provide guidance and support to all nursery staff;
- review and monitor by discussion with nursery staff;
- report to the Headteacher on the success and development of the nursery.
- keep up to date with new developments and resources in regards to the National Framework;
- focus efforts to continually review and promote the curriculum;
- oversee the day to day management of the nursery, including staff deployment and housekeeping duties.

Role of Teaching and Support Staff

The teaching and support staff work:

- together as a team in conjunction with the reception Class Teacher and/or Nursery Head
- to promote confident and independent learners;
- to create a learning environment that reflects learning across all seven areas of the Curriculum.

Curriculum

The EYFS is guided by four main principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

We believe these overarching principles shape practice and aim at improving outcomes. They reflect that it is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being.

We greatly value the important role that the Early Years Foundation Stage plays in laying secure foundations for future learning and development. Play underpins the delivery of the EYFS Curriculum. We use the document "Development Matters in the Early Years Foundation Stage" to inform planning in the Nursery and Reception classes. Our curriculum for the EYFS reflects the areas of learning identified in the Early Learning Goals from the *Early Years Foundation Stage Profile Handbook* (Standards and Testing Agency, 2012). Our pupils' learning experiences enable them to develop competency and skill across all the learning areas. The Early Learning Goals are organised into seven areas and provide the basis for planning throughout the EYFS, so layering secure foundations for future learning. We support the Characteristics of Effective Learning – Playing and Exploring, Active learning, Creating and Thinking Critically – which enable the child to be an effective and motivated learner. We aim to create an attractive, welcoming and stimulating learning environment that encourages children to explore, investigate and learn through first-hand experiences. Activities are planned for both inside and outside learning. Continuous provision in the EYFS includes water, tactile, sand and creative areas, ICT, math area, drawing, mark making, writing areas, reading, and role-play areas.

The EYFS curriculum is organised into seven areas of learning, three prime areas and four specific areas:

- Three Prime Areas
 - Communication and Language
 - Physical Development
 - Personal, Social and Emotional Development
- Four Specific Areas
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts

We believe that learning is holistic and none of the areas of learning can be delivered in isolation. All areas are delivered through a balance of adult-led and child-initiated activities. One experience may provide children with opportunities to develop a range of competencies, skills and concepts across several areas of learning. Each area of learning works towards relevant Early Learning Goals, which most children are expected to achieve by the end of the EYFS.

Communication and Language

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills expressing themselves; and to speak and listen in a range of situations.

Early Learning Goals (expected outcomes):

1. Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
2. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
3. Children express themselves effectively, showing awareness of listeners' needs. They use past, present, and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

It is essential that the right environment is created to ensure the pupils use and listen to appropriate language. Children learn about words, sentence structure and use of language through relaxed one to one interaction with friendly, familiar adults. In the early stages nearly all curriculum areas are covered orally. We create a wealth of opportunity for pupils to talk to and listen to each other through, for example role play, circle time, simple drama. Staff help children to develop and feel confident in their communication skills by listening to them and showing a genuine interest in both their verbal and non-verbal interactions. Children have the opportunity to extend their communication skills by speaking and listening to visitors and by taking messages to other people within the school.

Physical Development

Physical development involves providing opportunities for young children to be active and interactive; and to develop their coordination, control and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food.

Early learning goals (expected outcomes):

4. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle a range of equipment and tools effectively, including pencils for writing.
5. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They are helped to manage their own basic hygiene and personal needs successfully, eventually dressing and going to the toilet independently.

We encourage children to develop confidence and control in the way they move handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. A peripatetic sport The Nursery teacher leads weekly PE lessons in the gym or on the school playing field. The children change into their PE kit in school to ensure that they are able to dress independently. Spontaneous learning opportunities, both indoor and outdoor, are provided to ensure that the children are continuing to development their fine and gross motor skills. Pupils' fine motor skills are developed through a range of experiences, such as the use of dough, clay, cooking, threading, sewing, small construction, planting seeds and weeding.

Dressing and undressing is a vital life skill which we feel is an essential part of the curriculum. From an early age children are encouraged to manage their own shoes, coats and clothing. In Reception children take responsibility for changing into their PE kit. Staff members assist where necessary, but do all they can to encourage children to change independently.

Our outdoor environment is used as valuable tool to develop children's awareness of a healthy lifestyle. Vegetables and herbs are grown in our courtyard garden and the playing fields and school grounds are used for walks and all kinds of physical games and activities.

Personal, Social, and Emotional Development

Personal, social and emotional development involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Early Learning Goals (expected outcomes):

6. Children learn to play co-operatively, taking turns with others. They take account of one another's ideas, the impact their behaviour has on their peers, about how to organise their needs and feelings, and form positive relationships with adults and other children.
7. Children are confident to try new activities, and encouraged to say why they like some activities more than others. They gain confidence to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They indicate and then say when they do or don't need help.
8. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Small class sizes and excellent staff child ratios operate within an effective daily routine, which enable children the time, space and opportunity to participate, contribute and become independent learners.

Through Circle Time activities children can develop social skills, acquire interpersonal relationship skills, increase awareness of their feelings and become more responsible for their behaviour. It is a time to foster a caring group feeling where each member is valued and valuable, where each child gets a chance to speak and to be listened to. For those children not yet able to express themselves parents are encouraged to share events and social occasions with us. This enables staff to talk, if necessary, for the child, identifying an occasion and allowing the individual to be part of the group. Weekly assemblies for reception are also held that include PSHE topics.

Literacy

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

Early Learning Goals (expected outcomes):

9. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
10. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

In the EYFS Letters & Sounds are used. Letters and Sounds is a six-phase teaching programme designed to help practitioners and teachers teach children how the alphabet works for reading and spelling. Children learn how to use the letter sounds to read and write words. Using a structured approach to phonics has provided a secure foundation for reading and writing.

Before the children begin to learn to form letters it is essential to determine appropriate grip and flexibility of hand movement. The large pencils should be used first since they are more readily gripped by little fingers. Children will learn how to form letters as soon as they are able to control a pencil adequately. Time in the Nursery and Reception is spent in reinforcing the manipulative skills needed to form each letter singularly.

All classes will have a range of appropriate fiction and non-fiction books. In Reception the Oxford Reading Tree series in conjunction with other selected sequential and compatible books. Teachers match the scheme to the reading needs of each child. Children in Reception will be given a reading record along with a suitable book which will be completed and signed by a responsible adult (parent, guardian, grandparent etc.). This will continue throughout their school journey.

Mathematics

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.

Early learning goals (expected outcomes):

11. Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers or count on or back to find the answer. They solve problems, including doubling, halving and sharing.
12. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Young children who are exposed to a range of experiences, where they are able to explore materials that give them direct experiences of size, shape and texture are building foundations for early mathematical understanding. We recognise the value of our daily routine in the development of mathematical concepts and encourage the children to help with the organisation of key parts of their day. For example the children delight in counting the plates for snack, deciding how many are needed, counting out to ascertain whether there are enough or not enough to go round or sometimes even too many! They enjoy sharing out the food and realising when there is no more. These are all practical ways of introducing quantity and opportunity for counting and one to one correspondence.

In Reception each day the children count and record a number of the day and the focus is on formation and counting to that number. The topics that complete the learning goals such as adding one more or one less, are introduced weekly with specific teacher led lessons and activities. Weekly plans review, differentiate and introduce specific skills, preparing the children for the more structured lessons of year 1. Spontaneous learning opportunities, both indoor and outdoor, are provided to promote the social skills and develop mathematical understanding through stories, songs, rhymes and finger games, board games, sand and water, construction on a large and small scale, imaginative play, outdoor play and "playground" games, cooking and shopping, two - and three - dimensional creative work with a range of materials, and by observing numbers and patterns in the environment and

daily routines.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Early learning goals (expected outcomes):

13. Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
14. Children know about similarities and differences in relation to places, objects, materials, and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
15. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Early learning for children depends upon their sense of who they are and who is part of their personal world. On entry parents are encourage parents to provide a small album of family photographs for to share with their child. The album accompanies the child on his journey through the under threes and can be added to at any time. Learning opportunities help children develop a sense of self worth; for example sharing stories and role play opportunities using a variety of resources reflect the diversity of children's experiences.

We explore the similarities, differences and features of the local environment; we take regular walks around the grounds to discover the seasonal changes, noting the spring blossom on the trees, the growing summer flowers and vegetables and the falling autumn leaves; we compare our own homes with those of others by strolling down the road and noting the different styles of buildings. Additional learning opportunities include; providing stories that help children make sense of different environments; resources to create and explore maps and plans; well-equipped paintings, modelling and drawing areas for the construction of familiar and imaginary landscapes.

The younger children enjoy a range of activity toys and equipment with buttons and knobs for them to begin to understand the concept of cause and effect. Appliances such as vacuum cleaners, steam cleaners and CD players are also used in view of the children.

Our older children have the use of a CD player to listen to stories and music; they use whisks during cooking activities and investigate the potential of torches when exploring the 'dark dens'. Tablets and computers are introduced in our oldest nursery class and reception and children learn to control the mouse as they complete simple age appropriate programmes.

Expressive Arts and Design

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

Early Learning Goals (expected outcomes):

16. Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
17. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play, and stories.

We recognise that singing and sound making is a very enjoyable experience for young children. Provision is made for the regular exploration of a wide range of instruments, listening to different styles of music and singing. The

provision of stimuli such as fur and other tactile fabrics, pictures, paintings, poems, music, dance and storytelling extend children's experiences and expand their imagination.

Materials are accessible to enable children to create and develop their ideas and designs. Resources are provided for mixing colours, joining things together and combining materials. Structured creative activities are planned to help children to learn new skills and extend those they already have.

Organisation of Resources in the EYFS

We ensure the safe use and storage of resources. However, to support children's independence and problem solving skills, wherever possible, resources and equipment are clearly labeled and accessible enabling the children to find and return them independently.

Planning in the EYFS

Observation, assessment and planning all feed into one another and contribute to our knowledge of the child. The observations made, together with information from parents and other evidence collected feed into the day-to-day provision, experiences and interactions planned for the children.

To plan for breadth and balance in the curriculum documentation includes long, medium and short term planning. The long term planning provides a structure which helps to ensure all areas of Learning and Development and the principles in the EYFS are covered. The timetables and routines ensure a balance of indoor and outdoor activities with quiet periods and quiet areas and maintain a balance of opportunities for supporting a range of freely chosen play opportunities (key Experiences) with well-planned adult-led activities.

The medium term planning includes types of experiences and activities that are appropriate for the age of the group and which support the EYFS Principles. It also highlights spontaneous learning opportunities, which allow for observation and assessment to further evaluate individual needs within the class.

Short term planning is flexible to enable staff to respond to newly identified interests, needs and learning opportunities in the environment. For example; a new baby in the family, a snowy day, a rainbow. Short term planning is done weekly or even daily and uses as its base the experiences and needs of each child and aspects from the Medium Term Plans. These plans also outline the adult supported learning and activities as well as links to the EYFS. Teachers evaluate their plans weekly and these evaluations are considered for future planning. Outdoor learning is planned on a daily basis so as to reflect the immediate interests and needs of the children.

Assessment and the EYFS profile

We adhere to the Childcare Act Section 39(1)(a) 2006, which stipulates that Early Years providers must ensure that their provision meets the learning and development requirements as specified in the EYFS (Learning and Development Requirements) Order 2007 (amended 2012). We therefore assess each child at the end of the Reception Year against the 17 Early Learning Goals (ELGs) as set out in the Foundation Stage Profile Handbook 2013 (Standards & Testing Agency, 2012). Assessment in the Early Years Foundation Stage is on-going and is an integral part of the learning and development process.

At Grittleton House School we collect evidence and knowledge throughout the year to enable us to be able to assess each child against the ELGs at the end of the year. This evidence is used to produce an Early Years Profile for each child in the summer term. A completed profile contains 20 items of information: the attainment of the child assessed in relation to the 17 ELG descriptors (i.e. whether they are meeting the **expected** outcome for the end of the EYFS, **exceeding** the expected outcome, or if the skill is **emerging**), together with a short narrative describing the child's three learning characteristics. The information in the EYFS profile is passed on to the Year One teacher at the end of the year to allow them to provide an easy transition into Key Stage One. It is also shared with the parents/carers throughout the year, at our formal parent's evening in October and March, and also in our end of year reports.

All assessment in Grittleton House School EYFS is on-going: we collect evidence throughout the year and use the descriptors listed in the document '*Development Matters in the Early Years Foundation Stage*' (British Association for

Early Childhood Education, 2012) to enable us to monitor and assess children's progress continuously throughout the year and best plan for the future learning and development of the children in our care.

We use a range of methods to assess. We capture spontaneous moments of learning using informal methods such as observations, photos, and work samples. We also plan to observe children using running observations, and complete more formal assessments such as Performance Indicators in Primary Schools (PIPS), which are completed on a 1:1 basis with each child on entry and at the end of Reception.. Our assessments are always based on our knowledge of the children in our care.

When children enter the Grittleton House School reception we assess their knowledge of letters and sounds. This enables us to teach each child to read in a way which best suits their learning style and needs. We assess reading continuously.. This is recorded in a Reading Record, which each child takes home with them on a Friday evening. The children's parents may also then comment on their child's progress in reading, so as to better inform the teachers, and provide an alternate perspective on each child's abilities.

At Grittleton House School we are mindful of the fact that the EYFS profile should not be completed solely with the knowledge of a single practitioner. As such we take into account a range of viewpoints when making our final judgements for the EYFS profile in order to build a more holistic view of each child's skills and achievements. This will include information from other adults who are in contact with the children: teaching assistants, peripatetic teachers and support staff (e.g. speech therapists) where applicable.

Involving and consulting children and their parents

Children are involved in their own assessment at Grittleton House School. Each child has a 'Learning Journey' (blue in nursery and green in reception), a file which they take ownership of. They assess their learning by talking about what they have done, what they liked or disliked. In reception children begin to take responsibility for their learning and set personal challenges.

We also welcome and utilise the input of parents to the EYFS profile. This may be from sources such as the reading record, which charts informally achievements which children make at home, or more formally, through parent meetings and parents' evening.

All assessment at Grittleton House School is completed with a view to informing our future planning so that we may best meet the individual needs of each child in our care.

Marking in the EYFS

In Reception EYFS 'marking' involves going through activities with each child, providing verbal feedback on any written work that they may have produced. Where there has been a whole class activity, the teacher will look through each child's work with them on a 1:1 basis and correct any misunderstandings or errors that may have arisen. We believe that marking at Grittleton House School EYFS should not be solely to focus on errors; therefore teachers will identify strengths of the work with the child, and may suggest to the child what to focus on in the future, for e.g. 'I like the way you have remembered to use finger spaces. That's great! Next time, let's also try to remember to sit our letters on the line'. In more informal, small group work, the teacher or TA will work with the child, providing feedback as the child works through the set activity.

In Reception EYFS the teacher will date the work, and where appropriate will indicate if the work has been completed independently, or with teacher assistance. When providing feedback to the child, the teacher may add a sticker/stamp/smiley symbol to reward the child for good work.

Role of Parents in the EYFS

We ask all parents to:

- work in partnership with the school;
- attend the induction process talks which are given to Nursery and Reception parents;
- attend parent-teacher consultation meetings;
- work with their children at home on relevant learning activities initiated by the school.
- Provide input relating to their child's learning and development to give the school a more rounded view of each child's skills and achievements.

Behaviour in the EYFS

At Grittleton House School EYFS we recognise that behaviour management techniques must be adapted to take into account the development of young children in the foundation stage. Our behaviour management strategies in the EYFS are based upon the whole school behaviour policy, but with adaptations to account for the children's young age. In the EYFS our behaviour management strategies are, where possible, positive. It is expected that all staff members who work at Grittleton House School EYFS will use and promote positive language with children where possible. Our behaviour management strategies at Grittleton House School EYFS are based on the following key principles:

1. We model expected behaviour
2. We use eye contact with children
3. We use our body language as well as our words
4. We use specific praise to reward positive behaviour
5. Where possible, we ignore negative or attention seeking behaviour
6. We phrase our requests in a positive manner
7. We promote independence and responsibility
8. We use our knowledge of each child as an individual
9. We do not make assumptions about young children's understanding
10. We empower children to choose the right course of action.

EAL in the EYFS

In the EYFS we plan opportunities for children to develop their English, and we provide support to help them take part in activities. The EYFS helps children learning English as an additional language by:

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- ensuring that our teaching and learning environments are supplemented with visual aids and timetables;
- providing a variety of writing in the children's home language as well as in English, if requested;
- providing opportunities for children to hear their home languages as well as English, if requested;
- providing school information in the language of the parent's choice, if requested;
- If necessary, we also ask parents to furnish us with and continually update us with a list of key words and phrases that they and their children use in their native language so that if the child communicates with us in their native tongue at school we can support and reinforce this communication.

SEND and Inclusion

At Grittleton House School EYFS we believe that all our children matter. We give our children every opportunity to achieve their potential by taking account of our children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the foundation stage. Some children progress beyond this point. For these children we differentiate within the classroom in order to stretch them, where necessary planning more advanced activities which build upon and advance the work that the rest of the class is completing.

At Grittleton House School, we are aware that some children may not progress at the expected rate as outlined in the document 'Development Matters in the EYFS' (Early Education, 2012). We identify those children who do not meet these developmental milestones through a range of methods, including:

- Information from parents
- Information/records from Playgroups/Nurseries/Pre-Schools
- Information from outside agencies
- On-going teacher observations
- Foundation Stage Profile
- Annual school reports

Those children who may need additional help to meet the Early Learning Goals are largely supported in the EYFS through in-class strategies that are implemented by the class teacher. These may include:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing extra time/ 1:1 activities with the class teacher or teaching assistant that focus on key areas for development.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources and activities which meet as many of the seven areas of learning as possible: this allows children with different learning styles to engage to their fullest potential;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary. This involves speech therapy for some of our children.

For further information please see Grittleton House School SEND policy.

Accessibility in the EYFS.

Children from two years of age to seven are accommodated on the ground floor of Grittleton House. The Nursery classrooms and Reception are accessed via a side door from the outside area. Parents can park on the drive at the front of the building. There is a level entrance at the rear of the building and ramps are available for access through the main entrance.

Safeguarding in the EYFS

If a member of staff suspects abuse e.g. through physical injury etc. they must:

1. Record their concerns
2. Report it to Mrs Debbie Credicott or Mrs Debbie Shipp immediately.
3. If there is a requirement for immediate medical intervention, assistance should be called for.
4. Make an accurate written record (which may be used in any subsequent court proceedings), within 24 hours of the disclosure, of all that has happened, including details of:
 - what they have observed and when
 - injuries
 - times when any observations / discussions took place
 - explanations given by the child / adult
 - what action was taken.

The records must be signed and dated by the author

Following a report of concerns from a member of staff, the Headteacher/DMS must:

1. Decide whether or not there are sufficient grounds for suspecting significant harm
2. If there are grounds for concerns they must contact the Local Authority Designated Officer(LADO) and make a clear statement of:
 - the known facts
 - any suspicions or allegations
 - whether or not there has been any contact with the child's family

The Grittleton House School EYFS Department ensures that the safeguarding policy which applies to the rest of the school also applies to the EYFS.

- inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.
- Inform Ofsted as soon as is reasonably practicable, but at the least within 14 days.

Designated Member of Staff (DMS) and Contact Details

- Mrs Debbie Shipp is the DMS (Designated Member of Staff) for the whole school Mrs Debbie Credicott is the Designated Member of Staff (DMS) for the Early Years Foundation Stage (EYFS).

For further information, please see Grittleton House School Safeguarding Policy.

Effectiveness

We believe this policy will be effective only if we ensure consistency across the school by regular monitoring.

Signed

Date: January 2016

Mr Nathan Dawes
Headteacher