

COGNITA



Huddersfield Grammar School

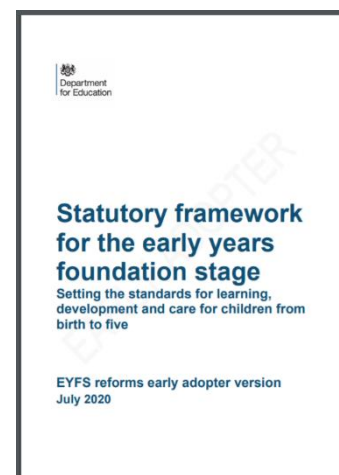
The whole child is the whole point

Early Years Handbook

September 2020

1 Introduction

- 1.1 The purpose of this Handbook is to support all staff who work in the Early Years team. All Early Years provision is governed by statutory regulations. This Handbook helps ensure that we share the information in relation to these regulations with all team members. In addition to the Early Years regulations, the Independent School Standards Regulations apply to pupils from the age of two.
- 1.2 Huddersfield Grammar School ensure that it implements the Statutory Framework for the Early Years Foundation Stage (EYFS Reforms Early Adopter Version July 2020) and meets the regulatory requirements. Early Years practitioners will attend training in the regulatory requirements. Where our Handbook links to the Statutory Framework for the EYFS, paragraph references are included in **red text**.
- 1.3 Whilst there are specific early years regulations, the work of the Early Year team fits within our whole school context. Where staff should refer to other whole school policies and documents, these are referred to in **green text**.
- 1.4 Our overriding aim is to provide the highest quality education and care to the children in our setting. By working together as a team and following all our policies and procedures, we help to maintain high quality provision for every child.
- 1.5 Our overriding aim is to provide the highest quality education and care to the children in our setting. By working together as a team and following all our policies and procedures, we help to maintain high quality provision for every child.
- 1.6 This Handbook is updated annually and is used as the basis for induction with all staff in the Early Years team.



2 Definitions

The **Early Years** age group refers to children aged from birth until the 31st August following their fifth birthday who go to an Early Years setting that delivers the Early Years Foundation Stage.

At Huddersfield Grammar School, these children are grouped with the Pre-Prep as follows:

- Age 4 – 5 Reception
- Age 3 – 4 Kindergarten

3 People

Headteacher	Donna Holmes
Early Years Lead & EY Designated Safeguarding Lead	Emma Howarth
Head of Primary	Sam Nash
Deputy EY Designated Safeguarding Lead	Angela Fitzpatrick
SENCO	Fiona Southall
Paediatric First aiders and qualifications with expiry dates	Kelly Beaumont; Emma Haigh; Emma Howarth; Expiry date: January 2022
Educational Visit Coordinator	Sean Folan

4 Aims of Early Years in our School

4.1 Through our work with children in the foundation stage, we aim to:

- provide the highest quality care and education for all our children, thereby giving them a strong foundation for their future learning;
- create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent learners;
- value the individual child and work alongside parents and others to meet their needs in order that they make good progress.

4.2 We adhere to the Statutory Framework of the EYFS (Early Adopter) and the four guiding principles that shape practice within Early Years settings:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **Children develop and learn in different ways and at different rates.**

5 Early Years Provision in our School

As part of our practice, we:




- provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle of learning;
- promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support;
- work in partnership with parents and within the wider context;
- plan challenging learning experiences, based on the individual child, informed by observation, assessment and the child's interest;
- provide opportunities for children to engage in activities that are adult-initiated and child-initiated (supported by the adult);





- have a key person approach to develop close relationships with individual children; and
- provide a secure and safe learning environment, both indoors and outside.

Learning and Development

6 Curriculum (1.3 - 1.15)

- 6.1 We plan around the areas of the Early Years Foundation Stage curriculum. When working with the youngest children, there is a strong focus on the prime areas. The prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. As children grow older and move into Reception, there is a greater focus on teaching the essential skills and knowledge in the specific areas of learning.
- 6.2 Planning the Early Years curriculum is about weaving together the curricular areas with the needs and interests of children in a way that is appropriate for the stage of development. Learning should be planned to be both challenging and enjoyable for each child.

Prime Areas of Learning		
Communication and Language	Physical Development	Personal, Social and Emotion Development
<ul style="list-style-type: none"> • Listening, attention and understanding • Speaking 	<ul style="list-style-type: none"> • Gross Motor Skills • Fine Motor Skills 	<ul style="list-style-type: none"> • Self-regulation • Managing self • Building relationships 

Specific Areas of Learning			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> • Comprehension • Word reading • Writing 	<ul style="list-style-type: none"> • Number • Numerical patterns 	<ul style="list-style-type: none"> • Past and present • People, Culture and Communities 	<ul style="list-style-type: none"> • Creating with materials • Being imaginative and expressive 

- 6.3 In addition to the areas of learning, we embed highly effective spiritual, moral, social and cultural development into our curriculum and school experience. British Values are embedded in an age appropriate way. [See Curriculum Policy](#)
- 6.4 The curriculum is underpinned by three characteristics of effective learning (overleaf):

Playing and exploring	Active learning	Creating and thinking critically
<ul style="list-style-type: none"> • Finding out and exploring • Playing with what they know • Being willing to 'have a go' 	<ul style="list-style-type: none"> • Being involved & concentrating • Keeping trying • Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> • Having their own ideas • Making links • Choosing ways to do things

- 6.5 In the Early Years, children are provided with a range of rich, meaningful first-hand experiences in which they explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.
- 6.6 We write medium term plans using the EYFS, based on a series of topics, each of which offers experiences in all seven areas, in both the inside and outside learning areas. These plans are reviewed by the Early Years Lead. We also follow the children's interests where appropriate. These medium-term plans then inform our short-term, weekly planning, alongside our observations, which remain flexible for unplanned circumstances of children's responses.
- 6.7 Practitioners working with the youngest children in Kindergarten will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities that all children need to develop and learn effectively and become ready for school. The balance will shift towards a more balanced focus on all areas of learning as the children move through the Early Years at Huddersfield Grammar School and grow in confidence and ability within the three prime areas.
- 6.8 Children have whole group and small group teaching and learning times which increase as they progress through the EYFS. There are daily phonics and Mathematics sessions using Read Write Inc. and White Rose Maths. Literacy is taught through 1:1 and shared reading and writing. The curriculum is delivered using a play-based approach, as outlined by the EYFS. Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, Early Years practitioners interact to stretch and challenge children further and develop their language skills for communicating.
- 6.9 In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and incorporate these in our practice. We create a stimulating environment to encourage children to free-flow between inside and out.

7 How the Curriculum Fits Together

- 7.1 The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.
- 7.2 The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning (overleaf):

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

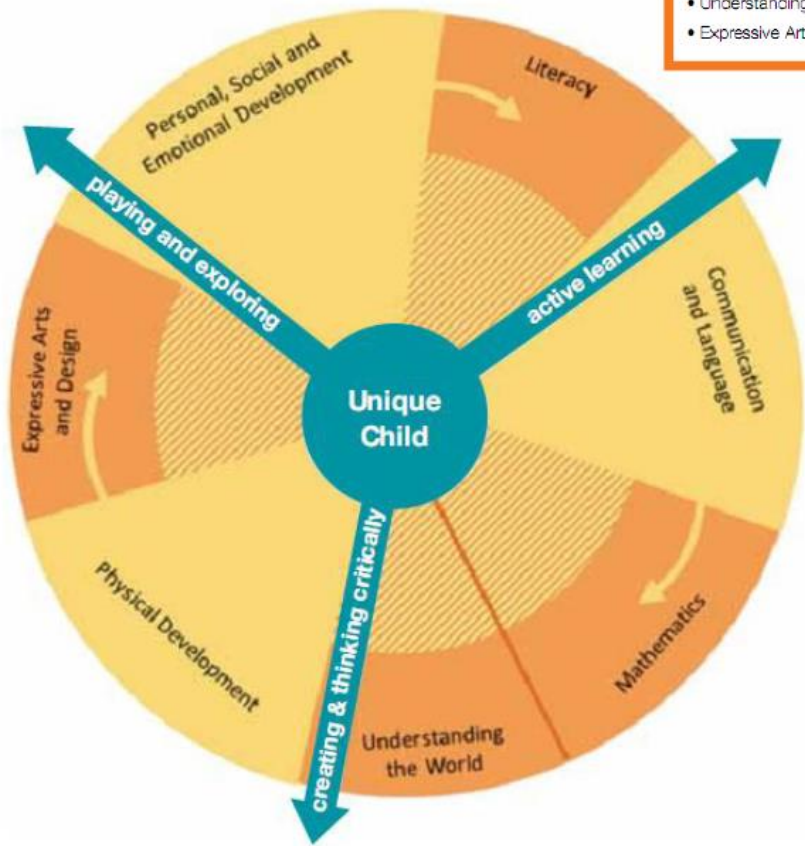
This is unique to each family, and reflects individual communities and cultures.

Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



Prime Areas of Learning			
<p>Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.</p>	<p>Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food, drink, activity and toothbrushing.</p>	<p>Personal, social and emotional development involves helping children to develop a positive sense of themselves, as a valuable individual, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings and consider the feelings of others; to understand appropriate behaviour in groups; and to have confidence in their own abilities.</p>	
<p>Children are encouraged to:</p> <ul style="list-style-type: none"> • Learn and use new vocabulary • Ask questions to expand and check their knowledge and understanding • Communicate thoughts, ideas and feelings and build up relationships with adults and each other • Follow instructions involving several ideas or actions • Answer how and why questions about their experiences and respond to stories and events • Talk, listen and be listened to • Listen, learn and engage through stories, storytelling, non-fiction books, songs, games, rhymes, poems, puppet sessions, role play and child-initiated activities • Talk to connect ideas, explain what is happening and anticipate what might happen next • Recall and relive past experiences • Question why things happen and give explanations 	<p>Children are encouraged to:</p> <ul style="list-style-type: none"> • Develop the skills needed to successfully manage the school day • Improve fine manipulative and coordination skills through handling a wide range of equipment, materials and tools • Move confidently and imaginatively with increasing control, coordination and grace. • Show awareness of space and others • Develop their core and overall body strength • Use a range of small and large equipment, and to improve the skills of running, jumping, balancing and climbing with increasing confidence and control • Explore the outside facilities in the setting or locality • Talk about their wellbeing and ways to keep healthy and safe • To make healthy choices about their diet, physical exercise and oral hygiene • Become independent with self-care, in dressing themselves and in matters of personal hygiene 	<p>Children are encouraged to:</p> <ul style="list-style-type: none"> • Develop confidence and self-esteem • Express themselves verbally • Recognise and delight in their achievement and the talents of others • Set themselves simple goals, showing resilience and perseverance in the face of a challenge • Learn to cope with new experiences and change • Form positive relationships with adults and peers • Develop important social skills (negotiation, cooperation, listening, self-control, consideration and respect) and attitudes of fairness and honesty • Work independently and as part of a group • Concentrate for sustained periods of time • Treat living things and property with care, respect and concern and to be sensitive to the needs and feelings of others • Take turns and to share space, equipment and adult attention 	
Specific Areas of Learning			
<p>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 to enhance the two dimensions of reading: language comprehension and word reading. These should include stories, non-fiction books and poems, (as well as sharing rhymes and songs) to ignite their interest.</p>	<p>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.</p>	<p>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 the past and present, people, culture and communities, and the natural world.</p>	<p>Expressive arts and design involves developing children's artistic and cultural awareness to support their imagination and curiosity. It enables children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for collaboratively sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and stories</p>

<p>We encourage children to read through daily activities linked to:</p> <ul style="list-style-type: none"> • Enjoy rhyming and rhythmic activities • Understand that words & pictures carry meaning • Understand that we read L-R and T-B • Recall stories both orally and through role play & predict what will happen • Enjoy books and handle them carefully • Play sound word or pattern matching games • Become confident readers through 1:1 and group reading <p>We encourage children to write by:</p> <ul style="list-style-type: none"> • Giving them opportunities to experiment with mark making • Teaching them to recognise and write their name • Encouraging them to read what they have written and value it • Encouraging them to write • Encouraging them to link sounds & letters, naming & sounding letters of the alphabet • Encouraging writing for real purposes and audiences <p>We develop children's awareness of sounds, rhythm & rhyme in words by:</p> <ul style="list-style-type: none"> • Singing nursery rhymes and poems • Encouraging them to think of rhyming words • Clapping, stamping or beating instruments when singing or saying rhymes • Promoting use of phonic knowledge in reading and writing <p>We aim to develop the correct formation of handwriting by:</p> <ul style="list-style-type: none"> • Providing activities 	<p>Children are provided with opportunities to:</p> <ul style="list-style-type: none"> • Explore mathematical concepts that make personal sense to them • Participate in structured activities using simple apparatus and real objects to develop understanding of the counting process and increase their ability to match symbols with a group of objects and be familiar with larger numbers from their everyday life and to solve real-life problems • Become familiar with rhymes, songs, stories, counting games and activities • Compare, sort match, order, sequence, and develop one to one correspondence through everyday objects • To investigate the composition of numbers and number bond to 10 • Recognise, describe and make patterns. • Use appropriate language to describe spatial awareness • Use mathematical language to compare quantities by using suitable equipment – including sand and water • Develop the concept of scale, capacity, conservation and comparative measurement • Explore everyday materials and equipment • Share and discuss experiences using appropriate mathematical language • Use opportunities - outdoor and in - working with construction toys, to develop basic ideas such as shape, distance, position and measures • Engage in practical activities to develop 	<p>Children are encouraged to:</p> <ul style="list-style-type: none"> • Talk about their immediate family and community, naming and describing people who are familiar to them. • Understand about special places for people in their own and different communities • Understand, compare and contrast the past through their experiences and stories read in class. • Notice features in their immediate and contrasting environments • Look closely at similarities, differences between different religious and cultural communities in this country and other countries. • Draw on their understanding from knowledge gained through stories, non-fiction texts and maps. • Observe patterns and change in the natural world • Describe what they observe and record their findings in writing and drawing • Ask questions about why things happen and how things work • Choose materials and equipment appropriately to develop skills such as cutting, joining, folding and building for a variety of purposes • Meet and talk with other people about the roles they play in society through visitors to the classroom 	<p>Children are encouraged to:</p> <ul style="list-style-type: none"> • Represent ideas of what they see, hear, touch and feel by drawing, painting, modelling, dancing, role-play and music making • Work together to develop creative ideas • Explore artistic effects to show ideas and feelings through colour, texture, shape, form and space • Express themselves through painting and drawings using a variety of media • Watch and talk about dance and performance art • Choose a widening range of materials and appropriate tools to express their ideas and to develop manipulative skills • Return to and build on previous learning through talking about their work and how to refine it • Appreciate each other's work • Explore sound in a variety of forms and to listen and respond to music, songs, poems and rhymes • Engage in solo and group music making, singing and dance • Show an increasing ability to use their imagination, to listen and observe by developing their storylines in pretend play
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<p>that encourage hand eye coordination and left, right tracking</p> <ul style="list-style-type: none">• Teaching correct pencil grip• Providing opportunities for writing practise• Development of gross and fine motor skills• Providing opportunities for mark making	<p>awareness of number operation such as addition and subtraction</p> <ul style="list-style-type: none">• Become aware of the concept of time through appropriate experiences which utilise the pattern of the day• Compose and decompose shapes• Develop spatial reasoning through the manipulation of shapes		
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7.3 Underpinning all work in the Early Years is 'how' children learn. Especially with young children, this is through the way that adults interact and model interaction. Excellent Early Years educators create learning environments where children learn through exploration and discovery.



8 SEND (1.12/3.67)

8.1 If at any point, progress in any of the prime areas gives cause for concern, practitioners must discuss this with the child's parents and agree practical ways to support the child. Where any practitioner has a concern that a child has any learning delay or possible special educational need, they should refer this to the Early Years Lead, who will seek advice from the SENCO. The SENCO will guide practitioners should there be a need to engage with external agencies. For children that receive funding from the local authority, the school will have regard to the SEN Code of Practice. [See Special Educational Needs Policy](#)

9 EAL (1.13)

9.1 For children whose home language is not English, practitioners must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning.

9.2 Key to learning excellent English is the need for all adults in the setting to model excellent use of language. This applies to content, vocabulary, grammar and pronunciation. This modelling is essential for all children, not only children who do not speak English as a home language.

- 9.3 For children whose home language is not English, practitioners should ensure that children catch up and close the gap so that English is developed to unlock other areas of learning. When assessing communication, language and literacy skills, practitioners must assess children's skills in English.
- 9.4 Where there are concerns about delay in the development of English language learning, practitioners must explore the child's skills in their home language with parents, to establish whether there is cause for concern about language delay. [See EAL Policy](#)

10 Play (1.14)

- 10.1 Each area of learning and development must be implemented through planned, purposeful play. Practitioners must plan for a mix of child initiated and adult initiated activities. The balance of child and adult initiated activities will be constantly evaluated and debated by practitioners. As children move through the Early Years, the balance moves from more child initiated to more adult initiated in preparation for transition into Year 1.
- 10.2 Children learn by leading their own play, and by taking part in play which is guided by adults. Much learning in the Early Years takes place through skilful interaction of adults – knowing when to intervene and when to step back. As with all learning, adults need to demonstrate warm, positive interaction so that children feel entirely comfortable as young learners. Making mistakes is a healthy way for all children to learn. Mistakes should be used as learning opportunities.
- 10.3 Purposeful play forms a significant element of the learning experience for young children. Through the provision of appropriate equipment and materials, we ensure that the children encounter specific learning experiences. We aim to give opportunities for different forms of play through:
- Imaginative play – for example, role play and small world
 - Use of construction equipment
 - Games to develop early reading and mathematical concepts
 - Sand and water play
 - Mud kitchen
 - Playdough and malleable materials, cutting, sticking etc.
 - Use of technological equipment

10.4 Play can support development in four ways:

Physical development	Cognitive development	Social development	Emotional development
<ul style="list-style-type: none"> • Strong, healthy bodies • Fine and gross motor skills • Co-ordination • Physical confidence • Agility 	<ul style="list-style-type: none"> • Scientific and mathematical thinking • Language skills • Literacy skills • Independent thinking • Research and enquiry skills • Cognitive development • Scientific and mathematical thinking 	<ul style="list-style-type: none"> • Cooperation • Negotiation • Collaboration • Socialisation • Rule formation and turn taking • Conflict resolution 	<ul style="list-style-type: none"> • Joy • Empathy • Resilience • Persistence • Self-regulation • Self-confidence • Impulse control

	<ul style="list-style-type: none">• Language skills• Literacy skills• Research and enquiry skills		
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11 Outdoor Learning

11.1 Well planned outdoor learning is integral to high quality Early Years provision. Some of the benefits of outdoor learning are that it:

- supports the development of healthy and active lifestyles by offering children opportunities for physical activity, freedom and movement, and promoting a sense of well-being;
- gives children contact with the natural world and offers them experiences that are unique to outdoors, such as direct contact with the weather and the seasons.
- helps children to understand and respect nature, the environment and the interdependence of humans, animals, plants, and lifecycles;
- supports children's problem-solving skills and nurtures their creativity, as well as providing rich opportunities for their developing imagination, inventiveness and resourcefulness;
- provides sensory and physical experiences which supports brain development and the creation of neural networks; and
- teaches children to assess risk and develop the skills to manage new situations.

11.2 Outdoor learning is integral to high quality Early Years education. We plan for easy access to the outdoor learning space. Children in the Early Years have daily access to an engaging outdoor learning environment in close proximity to their classrooms, together with a Forest School facility which houses bespoke weekly outdoor learning sessions.

12 Key Person (1.10/3.27)

12.1 Each child must have a named key person. Parents should know the name of the key person for their child.

12.2 The key person will:

- ensure that learning and care is tailored to individual needs;
- help the child become familiar with the setting;
- offer a settled relationship for the child;
- engage and support parents in guiding their child's development at home

Assessment

13 Attainment on Entry/Baseline and Progress Check at Age 2

13.1 We assess the attainment on entry of all children. This helps us plan for next steps in learning and evidence progress throughout the Early Years.

13.2 When a child is aged between 2 and 3, practitioners will review progress and provide a short written report for parents with a summary of development in the prime areas. This check will identify strengths and any areas where the child's progress is less than expected. The summary must highlight:

- areas in which the child is progressing well;
- areas in which some additional support might be needed;
- any areas of concern, especially if there are concerns of developmental delay;
- how the setting will address any issues or concerns.

Practitioners will discuss the progress check with parents and ensure the parents know when the summary will be provided.

Any emerging concerns with this must be discussed with the Early Years Lead, who will liaise with the SENCO for further support and guidance. [See EAL Policy](#)

14 Assessment: Early Years Foundation Stage Profile (2.7 - 2.12)

14.1 In the final term of the Early Years Foundation Stage (Summer Term), i.e. the year in which the child reaches age five, and no later than 30th June in that term, the school will complete the EYFS Profile for each child.

14.2 The EYFS Profile assesses each child against the Early Learning Goals (ELG). For each ELG, practitioners will judge whether the child is meeting the expected levels of development, or if they are not yet reaching the expected levels ('emerging').

14.3 The outcomes of the EYFS Profile are shared with parents at the end of the Reception year. Parents are always given an opportunity to discuss the profile with the class teacher. Outcomes from the EYFS Profile are shared with the local authority, when requested. The school always fully collaborates with the local authority for purposes of moderation of Early Years provision and judgements.

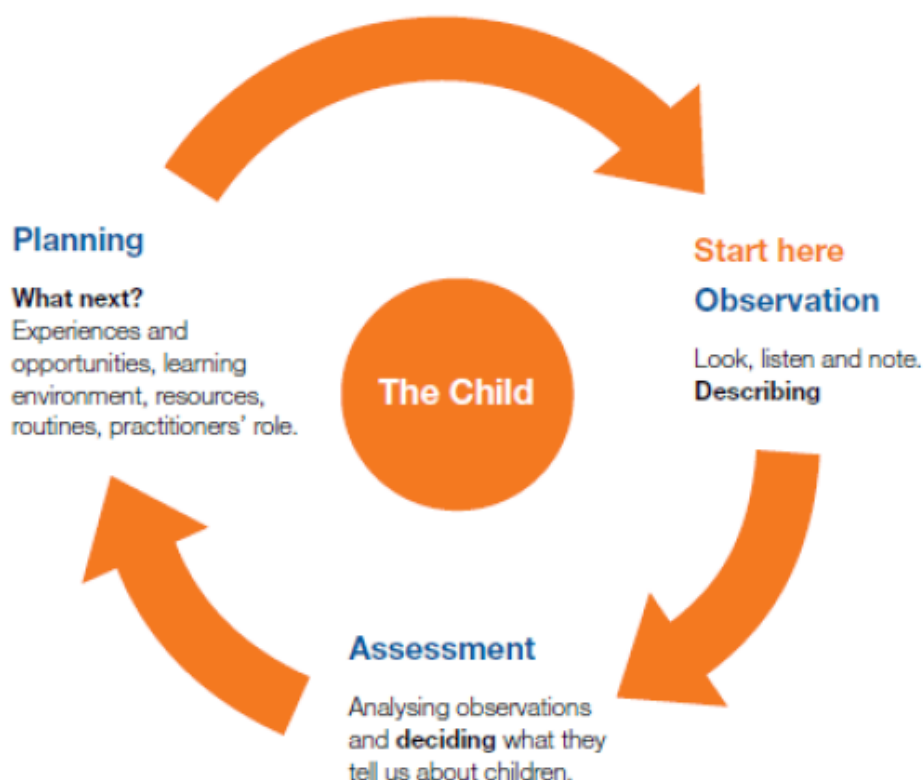
15 Transition into Year 1 (2.9)

15.1 Outcomes from the EYFS Profile are shared with the receiving Year 1 teacher. In addition, Reception teachers share a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. Year 1 teachers use this information to ensure that they appropriately plan for learning as children move into Year 1.

16 Ongoing Assessment

16.1 Assessment is integral to the process of planning for rich learning in the Early Years.

16.2 The cycle below outlines the key elements of this ongoing process. Everything starts with skilled practitioners observing and noticing the learning. Practitioners can use assessment criteria to help understand where children may need to go next and plan for future learning.



17 Assessment in our Early Years Setting

- 17.1 Children beginning their Kindergarten year complete a paper-based baseline assessment with their Key Person. The information is correlated by the Early Years Lead and inputted into Interactive Learning Diaries and SIMS.
- 17.2 Ongoing observations take place throughout the year and are recorded through the Interactive Learning Diaries. Information is analysed and taken from these at the following points during the year and put into SIMS at the midway point and end of each term.
- 17.3 Reception children complete a GL baseline assessment during the first three weeks of their Reception year. This information is recorded in SIMS. The children are then observed through the Interactive Learning Diaries throughout the school year. These observations are analysed and data is inputted into SIMS at the same points as Kindergarten.
- 17.4 All Early Years children complete Read Write Inc assessments every half-term. The information is used to enable children to make progress through the Read Write Inc scheme.

Safeguarding and Welfare

18 Safeguarding and Child Protection (3.1 - 3.8)

- 18.1 Providing a safe and secure learning environment for our children is always our number one priority. All staff take a key role in ensuring that our children are safe and that we take immediate action when there are any concerns about a child's safety or welfare. We have clear procedures for this, which every adult in the setting must follow.

- 18.2 The whole school **Safeguarding and Child Protection Policy** applies to children in the Early Years. Every member of staff is required to read this and sign a declaration to state that they have read and understand how to implement the requirements. Our policy is aligned with the requirements of our Local Safeguarding Children Board (LSCB). The Safeguarding and Child Protection Policy outlines clear steps to be followed in the event of an allegation being made against a member of staff. The key points from our policy are outlined below:



- 18.3 Within our setting, we have designated staff who lead on all aspects of safeguarding – see page 2 for these details. These staff are trained in line with expectations set by our LSCB. Our school will always work in partnership with external agencies linked to safeguarding children, following government guidance in 'Working Together to Safeguard Children'. We will always notify agencies with statutory responsibilities without delay.

19 Safeguarding and Child Protection Training (3.6)

- 19.1 All staff in the Early Years setting are trained in safeguarding and child protection, linked to our own policy and procedures. This training includes how to spot signs of abuse and neglect. Some of the signs that might indicate abuse and neglect are (overleaf):

- 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.

20 Mobile Phones, Cameras and Devices (3.4)

20.1 We have clear expectations for all adults in the Early Years setting regarding the use of mobile phones, cameras and devices. Personal mobile devices may not be used in the school when children are present. These expectations must be adhered to all times. [See Early Years Mobile Phones and Devices Policy](#)

21 Code of Conduct

21.1 Every member of the Early Years team is expected to follow the expectations outlined in the [Cognita Code of Conduct](#).

22 Suitability of Adults in our Early Years Team (3.9 - 3.18)

22.1 Background checks: We ensure that all adults in our Early Years setting are suitable to fulfil the requirements of their specific roles. As a school, we have effective systems in place to ensure that any adults with regular access to children are suitable. Specific details about the background and vetting checks undertaken on every adult in our setting is contained in the [Safer Recruitment Policy](#). An Enhanced DBS Disclosure with barred list check is obtained for every adult who:

- works directly with children;
- lives on the premises on which the childcare is provided; and/or
- works on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present).

22.2 Adults without the necessary suitability checks will never be allowed to have unsupervised contact with children. Should any employee be dismissed or would have been dismissed if they had not left the setting first, because they have harmed a child or put a child at risk or harm, they will be reported to the Disclosure and Barring Service.

22.3 All background checks on every adult are recorded on the school's Single Central Record.

22.4 Disclosure: Every member of the Early Years team is required 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).

- 22.5 **'By association'**: Every member of the Early Years team is required to disclose whether, to the best of their knowledge, anyone who lives and works in their household has unspent relevant convictions, cautions, court orders, reprimands or warnings which may affect their suitability to work with children (whether received before or during their employment at the setting). Staff are asked this annually on their Annual Declaration. However, should any information change, it is a requirement for every employee to inform the Headteacher or Early Years Lead immediately.
- 22.6 Where the school becomes aware of relevant information which may lead to disqualification of an employee, including by association, the school will take appropriate action to ensure the safety of children. In the event of disqualification of a person employed to work in or manage Early Years, that person will not continue their employment.
- 22.7 The school will always notify Ofsted of any significant event which is likely to affect the suitability of any person. This also includes, by association. The school will give Ofsted the following information about themselves or an employee when relevant:
- details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006;
 - the date of the order, determination or conviction, or the date when the other grounds for disqualification arose;
 - the body or court which made the order, determination or conviction, and the sentence (if any) imposed; and
 - a certified copy of the relevant order (in relation to an order or conviction).

23 Staff taking Medication and Other Substances (3.19)

- 23.1 Staff may never work 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, those practitioners should seek medical advice and inform the Early Years Lead or Headteacher. The Headteacher will ensure that staff 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. If staff need to bring medication onto the school premises, this must be stored securely and out of reach of children at all times.

24 Staff Induction (3.20)

- 24.1 All staff receive induction training from a leader within the school. This ensures that new colleagues understand their role and responsibilities. As a minimum, induction will include:
- Discussion about role and job description
 - Basic information about the school and setting
 - Familiarisation with rooms, equipment, resources and timetable
 - Details of daily routines
 - Details about professional development
 - **Safeguarding and Child Protection Policy**
 - **Keeping Children Safe in Education** – most recent version, as updated
 - **Code of Conduct**
 - **Safeguarding: Preventing Extremism and Radicalisation Policy**
 - **'What to do if you're worried a child is being abused – advice for practitioners'** (2015)
 - **Whistleblowing Policy** (in Employee Handbook and reference in Safeguarding Policy)

- Outlines of role of the DSL and EYDSL
- Emergency evacuation procedures
- **Equality Policy**
- **Health and Safety Policy**

24.2 At induction (and annually thereafter, as minimum) staff are trained on:

- identifying signs of abuse;
- knowing what to do to raise concerns;
- knowing how to make a referral (including if the DSL is not available); and
- recognising the need for early help.

24.3 Ongoing training is planned to help all staff be as successful as possible in their roles.

25 Supervision (3.20/3.21/3.22/3.23)

25.1 Supervision of staff is undertaken by the leaders in the setting. All staff should feel able to approach any leader if they have concerns or require advice and/or support. Supervision provides an opportunity for staff to:

- discuss any issues – particularly concerning children’s development or well-being;
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness.

26 Staff Qualifications and Ratios (3.23/3.25/3.26/3.28/3.35/3.36)

26.1 Whilst we choose to exceed the qualification and ratio requirements in many areas, this chart outlines the statutory minimum expectations. Responsibility for ratios ultimately rests with the Headteacher; responsibility for this is delegated to the Early Years Lead for day to day control. The Early Years Lead informs parents about staff deployment and key people in the setting. Children must always be within sight *and* hearing of staff.

<p>In Reception Classes</p>	<p>1:30 provided QTS, EY Professional Status, EY Teacher Status or another suitable level 6 qualification</p>
<p>Other EY Classes for children aged 3 or above</p>	<p>For children aged three and over in independent schools, where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification, an instructor, or another suitably qualified overseas trained teacher, is working directly with the children:</p> <ul style="list-style-type: none"> • for classes where the majority of children will reach the age of 5 or older within the school year, there must be at least one member of staff for every 30 children; • for all other classes there must be at least one member of staff for every 13 children; and • at least one other member of staff must hold a full and relevant level 3 qualification.

	<p>For children aged three and over in independent schools, where there is no person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification, no instructor, and no suitably qualified overseas trained teacher, working directly with the children:</p> <ul style="list-style-type: none"> • there must be at least one member of staff for every eight children; • at least one member of staff must hold a full and relevant level 3 qualification; and • at least half of all other staff must hold a full and relevant level 2 qualification.
'Rising threes'	See ratio for two-year olds
Two-year olds	<ul style="list-style-type: none"> • ratio of 1 adult:4 children (min) • one member of staff will be qualified at level 3 • at least half of all other staff must be qualified at level 2
Under twos	<ul style="list-style-type: none"> • ratio of 1 adult:3 children (min) • at least one member of staff being qualified at level 3 and have suitable experience of working with under 2s • at least half of all other staff will be qualified at level 2 • at least half of all staff will have received training that specifically addresses the care of babies • where there is an under-twos room, the member of staff in charge will have suitable experience of working with under twos
Supervisors and managers	<p>Must be qualified at least to level 3 (and at least half of all other staff must be qualified at level 2). Manager should have at least two years' experience of working in an early years setting, or have at least two years' other suitable experience. Must be named Deputy capable and qualified to take charge in the manager's absence.</p>

26.2 At least one person who has a current paediatric first aid certificate will be on the premises and available at all times when children are present and must accompany children on outings. Paediatric first aid training must be relevant for workers caring for young children and, where relevant, babies. The training must cover the course content as for St John Ambulance or Red Cross paediatric first aid training and be renewed every three years.

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

27 Before and After School Care and Holiday Provision (3.40)

27.1 Where provision is solely before/after school care or holiday provision for children who normally attend Reception class (or older) during the school day, there must be sufficient staff as for a class of 30 children.

27.2 The Headteacher will determine how many staff are needed to ensure the safety and welfare of children, bearing in mind the type(s) of activity and the age and needs of the children. It is also for the Headteacher to determine what qualifications, if any, the manager and/or staff should have.

- 27.3 Any adults working with children under age 8 in before/after school care or who directly manage the setting 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).
- 27.4 Staff have a duty to disclose to the provider to the best of their knowledge whether anyone who lives and works in their household has unspent relevant convictions, cautions, court orders etc. as above. All background checks will be recorded as detailed above.

Health

28 Medicines (3.44/3.45/3.46)

- 28.1 We actively promote good health for all children in our setting. We have clear policies and procedures in place to support in this area.
[See Administration of Medication Policy](#)
[See Supporting Children with Medical Conditions Policy](#)
[See Accident and Incident Recording and Reporting Policy](#)
- 28.2 The policies include:
- guidance on administering medication;
 - guidance on the storage of medication;
 - the need for written permission from parents;
 - the need for record keeping.

29 Food and Drink (3.47)

- 29.1 As a school, we promote healthy eating and a healthy lifestyle. All meals, snacks and drinks are healthy, balanced and nutritious. Before admitting a child, we obtain information about special dietary requirements, preferences and food allergies. Fresh drinking water is available at all times.
- 29.2 We have a designated area for preparation of food and snacks which is run by the catering company for the school, *Thomas Franks*. Children bring in their own fruit snacks for the afternoon. All staff are trained in the handling of food and have attended the relevant Health and Hygiene courses.

30 Accident or Injury (3.50/3.51)

- 30.1 We have clear guidance in place for the administration of first aid. [See First Aid Policy](#)
- 30.2 The first aid box is accessible at all times with appropriate content for children. We keep clear written records of all first aid administered. The first aid box is accessible in the Kindergarten classroom and is taken with staff during Forest School sessions and offsite visits. Records are kept in Kindergarten and Reception classrooms, as well as by the School Office.
- 30.3 Parents and carers are informed of any accident or injury sustained by a child on the same day and of any treatment given.

- 30.4 The school will notify local child protection agencies of any serious incident or accident to, or death of, any child while in their care and will act on any advice from those agencies.
See Health and Safety Policy
See Guidance on Serious Incident Reporting to Cognita

31 Hygiene

- 31.1 All staff are expected to be proactive in educating children about the benefits and requirements of good hygiene.
See Prevention and Control of infection and Communicable Diseases Procedure

32 Managing Behaviour (3.52/3.53)

- 32.1 Staff are responsible for managing children's behaviour in an appropriate way. This will always be based on positive reinforcement and praise, with reminders where behaviour falls short of expectations. The school **Behaviour Policy** provides clear guidance on our whole school expectations and procedures.
- 32.2 Corporal punishment, or the threat of such punishment, is illegal. Any adult that uses or threatens to use corporal punishment will be suspended immediately and will be subject to the school's Disciplinary Policy. The use of, or threat of, corporal punishment will be deemed gross misconduct and result in dismissal.
- 32.3 An employee will not be deemed to have used corporal punishment (and therefore will not have committed an offence), where physical intervention¹ was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.
- 32.4 A written record will always be kept when physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable. Any use of physical intervention must be reported to the Early Years Lead immediately.

Safety and Suitability of Premises, Environment and Equipment

33 Safety (3.54/3.55/3.64)

- 33.1 The Proprietor will always comply with requirements of Health and Safety legislation and do everything possible to ensure the maximum safety for children and staff. The Headteacher, with the Early Years Lead, will ensure that the premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises.
- 33.2 All staff must follow the agreed **Emergency Evacuation and Lockdown Procedure**.
- 33.3 Staff should be aware of how to use the emergency alarm in the event of a fire. Staff must be aware of all emergency exits and escape routes in case of evacuation. All exits and escape routes should be free from obstruction. It is the responsibility of all staff to ensure that this happens.

¹ Physical intervention is where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property.

- 33.4 The Early Years Lead will share with all team members the requirements to ensure that the setting (indoors and outdoors) is safe for children on a daily basis. Any staff member can be required to undertake **Daily Health and Safety Checks** using the agreed checklist.
- 33.5 All staff are required to read, understand and sign appropriate **Risk Assessments**.

34 Smoking (3.56)

- 34.1 Smoking (including vaping) is not allowed in or on the school premises at any time.

35 Premises (3.58)

- 35.1 The Proprietor will follow their legal responsibilities under the Equality Act 2010.

36 Sleeping Children (3.59)

- 36.1 Sleeping children must be frequently checked. Children are allowed to rest or sleep within the classroom in quiet area that is continuously supervised.

37 Toilets and Hand Basins (3.60)

- 37.1 The Proprietor follows the regulations to ensure that appropriate facilities are in place. Adults must never use bathroom areas designed for children

38 Staff Facilities (3.61)

- 38.1 Staff can use separate facilities when taking a break – these are the staff room and staff work room. If staff need to have a confidential conversation with a parent, they should use the meeting room on the first floor of the Royds Mount building.

39 Safety at the End of a Session/Day (3.62)

- 39.1 We have clear procedures in place to ensure that children are only released into the care of individuals who have been notified to the school by the parent. We ensure that no child ever leaves the premises unsupervised.

Parents are required to sign a board in the Kindergarten, or a book in the Reception, providing details of where a child is going after school if not being collected. If someone other than parents are collecting a child, staff must first be notified either via the School Office or directly from parents. A password is requested if it is someone that is not known to school staff.

Children can attend Waiters to wait for older siblings, or with parents if collected later than the end of the session. The After School Club is used where there are no siblings.

40 Policy on Non-Collection of Children in EYFS

- 40.1 If a child is not collected, they are taken to Waiters and then After School Club. If not collected from the club, phone calls are made to parents and a member of staff will remain with the child until the point of collection.

41 Entry to the Premises (3.62)

- 41.1 We have a clear system for visitor management. All visitors are required to sign in at the School Office. No visitor will ever have unsupervised access to children unless the appropriate background checks are in place and verified. All visitors are expected to wear a visitor lanyard for purposes of identification.

Ahead of invitational events, parents are required to complete reply slips to show that they will be on the premises at set times and dates. This is monitored by a member of the Early Years team on the gate and a register is kept.

42 Insurance (3.63/3.66)

- 42.1 The Proprietor ensures that the school has appropriate insurance in place, including public liability insurance. When being transported, the vehicle and the driver will be adequately insured.

43 Off-Site Learning (3.65)

- 43.1 We have clear procedures in place for learning off-site, these are outlined in our **Educational Visits Policy**. Before taking any children off site, the group leader must risk assess the opportunity, gain approval for the visit and ensure that all adults accompanying the children understand the risk assessment and requirements placed on them.

Information Sharing

44 Information and Records (3.68)

- 44.1 We work in the best interests of every child and always seek an open and productive relationship with parents. This means that we routinely share information with parents to build a trusting and respectful relationship that is driven by the desire to get the best for their child. We share assessment information with parents so that they can support their child's learning and development at home. We actively encourage parents to share information with us so that we can understand the context of their child. Where we receive requests from parents, we incorporate their comments into children's records.
- 44.2 We will always share information with external agencies and other professionals, including social care, police and inspectorates, to ensure the safe and efficient management of our school and Early Years setting. Unless it is felt that the child is in immediate danger, permission will always be sought from parents to share information.

45 Record Keeping (3.69/3.72)

- 45.1 Each child has a confidential school record and these are available only to those with a right or professional need to see them. The Headteacher is ultimately responsible for ensuring that arrangements are in place to govern this. Where there are Safeguarding or Child Protection concerns, all relevant details will be kept in a separate confidential record accessed only by the Headteacher and DSL. At the point of transfer to another setting or school, safeguarding records are transferred under separate confidential cover.
- 45.2 The school will always comply with its responsibilities under data protection legislation, namely, the General Data Protection Regulation 2016 (as amended, extended or re-enacted from time to time).
- 45.3 The school stores information about each child on its management information system. As a minimum, we keep the following information: full name, date of birth, name and address of every parent and/or carer known to the school, information about any other person who has parental responsibility for the child, details of which parent(s) the child normally lives with, emergency contact details for parents and/or carers.

46 Privacy and Confidentiality (3.70)

- 46.1 All staff working in our setting must understand the privileged position they work in. By the nature of the role, staff come across confidential information about children and families. This information must never be shared with others outside the school setting unless in relation to reporting a safeguarding concern or reporting a crime to the police.
- 46.2 All staff are expected to respect confidentiality in the following ways:
- parents will have ready access to the files and record of their own children's development but will not have access to the information about any other child
 - Staff will not discuss individual children, other than for the purposes of curriculum planning, teaching and learning and group management, with people other than the parent of that child
 - Sensitive information given by parents to the school will not be passed onto other adults without permission (excluding in the case of reporting a safeguarding concern)

47 Information for Parents (3.73)

- 47.1 We provide information for parents in a range of ways, which include: weekly emails (featuring planning for the following week and any additional requests); parental access to the Interactive Learning Diaries (which can be accessed daily online); the Early Years Parent Handbooks; an EYFS pack detailing starting information; the HGS Cognita Connect App.

As a minimum, we always provide parents with the following information:

- how the EYFS is being delivered in the setting, and how parents and/or carers can access more information;
- 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; and
- 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.

48 Complaints (3.74)

- 48.1 We have a clear **Complaints Procedure** in place which is made available to all parents on the school website. The Headteacher maintains a written record of all formal complaints.
- 48.2 Where complaints relate to the fulfilment of the EYFS requirements, they will be investigated and the outcome of the investigation will be shared with Ofsted within 28 days of having received the complaint.

49 Inspection (3.75)

- 49.1 Once notified of an inspection, we inform all parents of children in the setting. Following an inspection, we make the report available to all parents.

50 Maintaining Information (3.76)

- 50.1 We hold the following information:

- name, home address and telephone number of the provider and any other person living or employed on the premises;
- name, home address and telephone number of anyone else who will regularly be in unsupervised contact with the children attending the Early Years provision; and
- a daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person.

50.2 Allegations (3.8)

Registered providers must inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Registered providers must also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.

50.3 Food and Drink (3.49)

Registered providers must notify Ofsted of any food poisoning affecting two or more children cared for on the premises. Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident. A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence.

50.4 Accidents (3.51)

Registered providers must 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 must be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring. A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence.

50.5 Premises (3.57)

In registered provision, providers must meet the following indoor space requirements:

- Children under 2 years: 3.5m² per child
- 2 year olds: 2.5 m² per child
- Children aged 3 to 5 years: 2.3 m² per child

50.6 Baby Room (3.59)

There should be a separate baby room for children under the age of two. However, we ensure that children in the baby room have contact with older children and are moved into the older age group when appropriate.

50.7 Complaints (3.75)

Providers must make available to parents and/or carers details about how to contact Ofsted if they believe the provider is not meeting the EYFS requirements.

50.8 Certificate (3.76)

Providers must display their certificate of registration from Ofsted.

50.9 Changes notified to Ofsted (3.77 & 3.78)

Providers must notify Ofsted of:

- any change in the address of the premises; any change in the premises that may affect the space available to children and the quality of childcare; any change in the name or address of the provider; any change in the person managing the provision;
- any proposal to change the hours during which the childcare is provided;
- any significant event which is likely to affect the suitability of the provider or any person who cares for, or is in regular contact with, children on the premises to look after children;
- any change in the proprietor (registered company).

If there has been a change of manager, providers must notify Ofsted that a new manager has been appointed. Where it is reasonably practicable to do so, notification must be made in advance. In other cases, notification must be made as soon as reasonably practicable, but always within 14 days.

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