Houghton Primary School

Working hard to achieve our best

Foundation Stage Policy and Practice

Approval Level	Headteacher
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Signed: Headteacher	
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Introduction

"Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up."

Early Years Foundation Stage Profile

At Houghton Primary School we believe that the early years are a fundamental time for our children. This is when attitudes to learning are shaped and the foundations are laid. It is also when attitudes and responses to others are nurtured and when children gain ever increasing independence. It is our privilege as EYFS practitioners to grasp the opportunity to broaden and extend children's experiences, nurturing awe and wonder in their everyday learning. We value the whole child as an individual and believe in developing independence, self-confidence, curiosity, creativity, and the ability to make decisions for themselves. We value play, the power of language and enquiry based learning. We provide rich open ended opportunities and embrace the concept of 'big ideas'.

Early childhood is the foundation on which children build the rest of their lives. At Houghton Primary School we greatly value the importance that the EYFS plays in laying the secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The EYFS is from birth to five years of age. All children begin school with a wide variety of experiences and a variance in the time they have spent on Earth. It is the privilege of the adults working in the Foundation Stage to build upon this. We apply a holistic approach to learning, ensuring that parents/guardians and the Robin Class Team work effectively together to support the learning and development of all children.

Principles

The EYFS is based upon four principles:

A unique child: We view every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.

Positive relationships: We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families. Relationships in which children feel happy and secure are crucial to their development.

Enabling environments: We recognise that the environment plays a key role in supporting and extending the children's development. Through conversation and observation, we follow their interests in order to plan for an enabling environment which is inclusive of all stages.

Learning and development: We understand that children develop at different rates. We strive to ensure that the needs of all children are met and that all children receive an appropriate and challenging education

regardless of needs. We believe that young children are motivated by concepts which capture their imagination therefore we provide them with 'outside the box' themes and topics – the bigger the idea the better! We recognise the joy of exploring, creating and learning.

Play in the Foundation Stage

Through play our children explore and develop learning experiences which help them to make sense of the world. They practise and build ideas, learn how to self-regulate and develop an understanding of the need for rules. At Houghton Primary School children are given the opportunities to explore and discover within a safe and well supported environment.

Play underpins the delivery of the Foundation Stage Curriculum. The children have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations. The children are involved in group and individual play opportunities, some initiated by adults but mostly led by the children.

Play enables our children to learn through being active, working with a wide range of resources. Through play the children develop intellectually, creatively, socially and emotionally. It gives our children the opportunity to take risks and make mistakes.

Areas of learning

At Houghton Primary School the children in the Reception class are taught through a broad and rich play-based curriculum which enables the development of three **PRIME** areas as follows;

The development of Communication and Language which 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

Physical Development which involves providing opportunities for young children;

- to be active and interactive;
- to develop their co-ordination, control, and movement.
- to understand the importance of physical activity; and
- to make healthy choices in relation to food

Personal, Social and Emotional Development which 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

We recognise that the development of these areas are absolutely pivotal to children's future learning and well-being. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively. Prime areas are fundamental, work together, and move through to support development in all other areas.

We are committed to the strengthening and application of the prime areas through teaching the following **SPECIFIC** areas;

The development of Literacy which involves encouraging children to link sounds and letters and to begin to read and write. We ensure access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

The development of Mathematics which 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 measure.

The development of Understanding the World which 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.

The development of Expressive Arts and Design which 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.

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

The Early Learning Goals provide a basis for planning throughout the Foundation Stage. The experiences that our children meet within our Foundation Stage curriculum often enable them to develop a number of competencies, skills and concepts across several areas of learning. None of the areas can be delivered in isolation from the others; they are all important and depend upon each other to support a rounded approach to the development of each child.

At Houghton Primary School we consider the individual needs, interests, and stage of development of each child and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

The majority of children who join us in the Foundation Stage will be confident in the prime areas enabling an equal focus on all areas of learning at our setting. However, if a child's progress in any prime area gives cause for concern, this will be discussed with the child's parents/carers in order that support can be put in place. Working together with parents/carers, practitioners in previous settings and other relevant services helps to secure early identification of special educational needs, disability or other additional needs so that appropriate support can be put in place.

At Houghton Primary School each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. The teaching staff make on-going assessments which inform the judgements they make about the balance between activities led by children, and activities led or guided by adults. They respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows the balance gradually shifts towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. At Houghton Primary School staff reflect on the different ways which children learn and ensure that planning reflects three characteristics of effective teaching and learning:

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Teaching

Learning in Robins is done through whole class, adult directed and child initiated activities.

Child initiated learning

Children spend time learning through play. Adults facilitate learning in the different areas to ensure that children are moving on with their learning. We call this "choosing time".

Whole class

At certain times throughout the day, the children will come together for some carefully planned, adult led teaching and activities. This allows for teaching of specific skills as well as supporting the children to get into good habits of learning e.g. listening to the teacher, learning as part of a group, taking turns, sitting still etc. Whole class sessions often take the form of carpet sessions and these are timetabled slots throughout the day.

Small groups

In addition to whole class teaching, children work daily in small focus groups, sometimes led by an adult and sometimes working independently. We refer to these tasks as "jobs".

Phonics

In addition, the children in Robins will take part in daily phonics sessions. We follow the Letters and Sounds phonics scheme and use rhymes, actions and songs, which ensure a fun yet methodical approach.

The Indoor Classroom Environment

We believe that the learning environment is especially important and aim to provide an attractive, well organised and carefully structured setting that supports both the children and the curriculum. The Robins' classroom is warm, rich and stimulating, allowing all children to flourish and feel proud of their achievements. It is also practical and purposeful, enabling young children to work independently, matching activities to learning styles and interests. We run a flexible and reactive environment, easily adapted both instantly and over time as interests and ideas develop. In addition, the learning environment includes outdoors where the provision for outside play complements the provision in the classroom.

The Outdoor Classroom Environment

Our outdoor space also provides for a range of learning opportunities. We believe that learning outdoors should be approached differently to that indoors, after all they are wholly different environments. We provide opportunities across the seven areas of learning, nurturing open ended and enquiry based learning without the restraints and barriers we face indoors. Children can explore and problem solve, following their own interests and ideas. There are different areas which can be changed and adapted depending on both purpose and weather. These include water play, sand play and gross motor opportunities. We embrace the fact that we are lucky to have such a fantastic outdoor environment such as ours, spending our time on the treehouse or in the woodland.

Parents as partners

At Houghton Primary School we believe that parents and practitioners should work together to enhance children's learning and achievements. In the EYFS we ensure a strong relationship between parents and staff through:

- an initial meeting in the summer term before the child starts school and an information evening in the autumn term.
- a home visit in the week before the child starts school
- an 'open door' policy whereby parents are actively encouraged to share ideas / information or any concerns, when they drop children off in the morning or after the school day has finished
- regular communication on class webpage/ online learning journal 'Tapestry'
- encouraging parents to share achievements at home through the use of Tapestry.
- offering parents opportunities to talk to the teacher about the child's progress each term. A full Annual Report is provided on each child at the end of the school year.
- arranging a variety of activities throughout the year that encourage collaboration between the child, school and parents.

Admission

All children start school in the autumn term of the academic year that they are 5 years old. At Houghton Primary School we introduce children to our Reception class through a phased start. Our phased approach enables the children to begin school in a group of 15. This supports the staff in being able to get to know the children as individuals within a smaller group and their parents. Although the majority of our Reception children have experienced pre-school settings, school is a very different environment with many more people, new routines and new children to meet and work with. By phasing the start of school we are able to focus on the well-being of the children and their ability to cope with the demands of school in the following way:

- The children start school in two groups according to their age, with the youngest attending for mornings and the eldest in the afternoons. Some children will only just be 4 years old and it helps them to come in first in the mornings, especially for those who still sleep in the afternoons. Experience has shown us that the older children are usually able to cope better with the afternoons.
- During each group's first few days, they come to school for 2.5 hours only, either 9-11.30 am – leaving before lunch or 12.30- 3pm – after lunch.
  This eases them into the class and the new routines.

- In the few days before starting full time, the youngest children stay from 9am until 12.30 to include lunch and the older children join us 11.30am having lunch and then going home at 3pm.

Children do not have to be in school full time until the term after their 5th birthday. We liaise carefully with parents during this transition period and will suggest that children continue for half days if we feel that it is in the best interests of the child. Likewise, if parents feel that their child is very tired or not coping with the demands of a full day we will liaise with them about half days. Our aim is to work towards building stamina over the autumn term.

In the first few weeks of term the Foundation Stage team and other staff in school help the children to feel secure and confident by familiarising them with the classroom and school routines. They learn how to cope with various procedures from going to the toilet, changing their shoes, having lunch, playing in the playground to beginning work and playing harmoniously and safely. The majority of children become confident and independent very quickly under the care of the team. We liaise closely with parents of children who have less confidence, providing advice and support in helping them to support their child in becoming more independent.

The Reception class go into the hall 15 minutes earlier than the rest of the school for lunch enabling them to make lunch choices and settle before the rest of the school come in for their lunch.

Transition

Starting school is a big step in children's lives and can also be daunting for parents and carers. We seek to make the transition process as smooth as we can for all concerned by following these procedures once we have been informed of the Reception class list by the Local Authority Admissions team;

- The teachers liaise and visit pre-school settings during the summer term before the children start school.
- Parents and carers are invited to an induction meeting in the summer term before the children start school. The meeting provides key information about starting school and provides a 'Starting School Pack' for parents and carers which gives practical information and advice.
- In the week before a child starts school, staff from Robins' class will visit homes. This meeting provides a one-to-one opportunity for parents to talk with the teacher about their child and for us to meet the children in their most comfortable environment. Following these meetings there will be an opportunity to visit the classroom and for children to familiarise themselves with their peg and drawer, dropping off any belongings ready for the first day.

Planning

The EYFS, Developmental Matters provides the basis for planning. Topics are chosen to reflect children's interests and to provide a vehicle for coverage of the curriculum.

Starting with the seven areas of learning from the Foundation Stage document the planning formats include-

- Long term planning. This is a one cycle of possible themes or topics and is by no means set in stone. These change according to the

children's needs and interests and are flexible to include inspirational events or literature.

- Medium term planning. This includes half termly planning which is organised to include the seven areas of learning. It details how the theme/s will be implemented.

Both Long and Medium term planning takes account of curriculum intent and end points; ensuring a smooth progression between sequences of learning within and between topics and Foundation Stages. We focus on 'drip feeding' new concepts and skills, weaving them through the year so children have chance to revisit, reflect and embed.

- Short term planning. These include weekly plans which show more detailed planning for Maths, English, Phonics and other curriculum areas; adult inputs, daily activities and provision. As part of our short term planning, children's interests at home and school are noted and help to inform the following week's planning.

Assessment

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support.

At Houghton Primary School on-going assessment (also known as formative assessment) is an integral part of the learning and development process. It involves Reception class staff observing and listening to children in order to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

Assessment in the Reception class is on-going throughout the day and involves observation of the children at work and play. Staff work alongside children and take the time to listen and observe. They do not make assessments away from the children. All staff engage with assessment and input information on children's learning and progress. Regular assessments and observations, discussions and photographs will be compiled into a 'Learning Journey' using Tapestry. This is regularly reflected upon by the children themselves and is available for parents. The 'Learning Journey' tracks each child's holistic development, interests and achievements.

Our assessment processes do not require prolonged breaks in interaction with the children or excessive paperwork. The emphasis is on providing only enough information necessary to promote successful learning and development for the children. Parents/carers are informed about their child's learning and progress in Parents Progress Meetings once a term. If there are any concerns about the progress of an individual child the class teacher will meet with their parents more regularly. These meetings may involve other professionals, including the SENDCo, if necessary.

The assessments against the curriculum statements are brought together at the end of their foundation year. Children are assessed as to whether their learning is at the expected level, below the expected level (emerging) or exceeding the expected level in each of the curriculum areas. The records of these assessments are shared with the children and their parents/carers in an end of year report. They are also shared with the Local Authority and the Year One class teacher as part of the transition to KS1.

Children will be defined as having reached a Good Level of Development at the end of the EYFS if they achieve at least the expected level in:

- All early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;

- All early learning goals in the specific areas of mathematics and literacy.

Special Educational Needs

It is important to identify children who find some areas of learning challenging early, so that strategies to help them can be put in place as soon as possible. Some children join the school with specific plans and interventions already in place from their pre-school settings. Other children may not have anything in place, but if parents are concerned about their progress and their concerns are shared with teaching staff as their child settles into school and is assessed, we will work together with parents to consider the best way forward.

At Houghton Primary School we have regard to the Special Educational Needs Code of Practice and have a qualified Special Educational Needs and Disability Co-ordinator (SENDCO). Provision for all children with Special Educational Needs is detailed in the school's SEN Policy and in the Special Educational Needs Information Report

If a child needs individualised support the school Special Needs Coordinator (SENDCo) joins the team working with the child to help assess the child and to advise on interventions and/or support which will benefit their learning and development. We formalise any agreed intervention work for children with additional needs on a 'Pupil Individual Plan' (PIP) which is written together with parents focusing on children's strengths as well as the areas where there may be difficulties. This is reviewed at least once a term in a meeting with the SENDCo, the teachers, support staff and parents. We consult with colleagues in services outside of school e.g. Speech and Language Therapists, Occupational Therapists etc., and work together with them in order to ensure the best possible support for a child.

Equal Opportunities

At Houghton Primary School all our children matter. We give our children every opportunity to achieve their best. We endeavour to raise children's awareness of themselves as individuals and their relationships with others and the outside world. This means questioning our own practice and encouraging the children to question and challenge their practice too. All children have equal access to all activities irrespective of gender, race or class and where there are cultural differences these will be given consideration.

In the Foundation Stage 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 stage. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build on and extend children's knowledge, experience and interests, and seek to develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on the children's learning needs;

- 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 which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities and learning opportunities 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 is done in partnership with our support staff, Special Educational Needs Coordinator (SENCo) and other agencies as necessary.

Safeguarding and Welfare

At Houghton Primary School we recognise that children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.

The safeguarding and welfare arrangements in our school help us to create a high quality setting which is welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.

The school's Safeguarding and Child Protection Policy applies to the children in the Foundation Stage as well as all other children in our setting. It is reviewed by governors annually and the requirements are shared with all staff at least annually. It includes an explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff, and covers the use of mobile phones and cameras in the setting.

The safeguarding lead at Houghton Primary School is the headteacher. Other designated personnel are the school's Deputy Head and a member of the governing body. Their details are on display throughout the school.

All staff are given Safeguarding and Child Protection training at least annually. New staff undertake training as part of their induction. Training includes helping staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.

All staff have a copy of the following document, 'What to do if you're worried a child is being abused: Advice for practitioners'. They have also received, and signed a declaration that they have read and understood, part one of the government's document 'Keeping Children Safe in Education'. The school abides by the government's statutory guidance 'Working Together to Safeguard Children 2018' and has regard to the 'Prevent duty guidance for England and Wales 2015'.

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

The school will 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. The school will inform Ofsted as soon as is reasonably practicable, but at the latest within 14 days.

All staff employed at Houghton Primary School, including those who work in the Foundation Stage, undergo the statutory checks required to ensure they are suitable to fulfil the requirements of their role. This includes undertaking enhanced criminal records checks in respect of every person aged 16 and over (including for unsupervised volunteers, and supervised volunteers who provide personal care) who work directly with children. An additional criminal records check (or checks if more than one country) are be made for anyone who has lived or worked abroad.

All staff at Houghton Primary School are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the school). The school does not allow anyone whose suitability has not been checked, including through a criminal records, to have unsupervised contact with children being cared for. This information, including the criminal records check reference number, the date a check was obtained and details of who obtained it, is held on the school's Single Central Record.

The school would meet their responsibilities under the Safeguarding Vulnerable Groups Act 2006, which includes a duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.

If a person is disqualified from being able to work in Early Years, the school will not employ that person in connection with early years provision. If we became aware of relevant information that may lead to disqualification of an employee, the school would take appropriate action to ensure the safety of children. A member of staff may also be disqualified because they live in the same household as another person who is disqualified, or because they live in the same household where a disqualified person is employed. At Houghton Primary School all staff are required to complete a declaration relating to this on an annual basis.

Staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If any member of staff at Houghton Primary School is taking medication which may affect their ability to care for children, they should seek medical advice. The school will ensure that those members of 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. Staff medication on the premises is securely stored, and out of reach of children, at all times.

Staff Qualifications, Training, Support and Skills

Children in the Foundation Stage at Houghton Primary School are taught by a qualified teacher.

All staff at Houghton Primary School have induction training to help them to understand their roles and responsibilities. This includes information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues.

Houghton Primary School is committed to the provision of appropriate training and professional development opportunities for all staff to ensure they are enabled to offer quality learning and development experiences for children that continually improves.

At Houghton Primary School we have at least one person on the staff who has a current paediatric first aid (PFA) certificate who is on the premises and available at all times when children are present (including within our Active Play Childcare setting). We ensure that a person with this qualification accompanies children on outings.

At Houghton Primary School we recognise the importance that all staff have a sufficient understanding and use of English to ensure the wellbeing of children in their care. For example, schools must be in a position to keep records in English, to liaise with other agencies in English, to summon emergency help, and to understand instructions such as those for the safety of medicines or food hygiene.

All staff at Houghton Primary School undergo an annual cycle of Performance Management in which performance is evaluated and reviewed according to the role and responsibilities of the member of staff. Professional development relevant to individual needs and aspirations is identified within this process.

Staff: Child Ratios

Staffing arrangements at Houghton Primary School must meet the needs of all children and ensure their safety. We ensure that children are adequately supervised and make decision on how to deploy staff to ensure children's needs are met based on their individual needs. In the Reception class children must be within sight and hearing of staff.

At Houghton Primary School only those aged 17 or over may be included in ratios (and staff under 17 should be supervised at all times). Students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios if the school is satisfied that they are competent and responsible.

Reception classes in maintained schools and academies are subject to infant class size legislation. The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher (subject to permitted exceptions) while an ordinary teaching session is conducted. 'School teachers' do not include teaching assistants, higher level teaching assistants or other support staff.

At Houghton Primary School the Foundation Stage children are taught in one class by one class teacher with a maximum number of 30 children. At our school we recognise that the personal, social, emotional and health needs of very young children require more than one adult in a class of 30 Reception children and ensure that a second adult works alongside the class teacher throughout the school day.

For some activities, including visits and trips, the number of adults working with the class will be increased in accordance to a risk assessment carried out prior to the activity. This may include volunteer helpers who work under the supervision of the class teacher and have been provided with safeguarding information from the DSL.

Health

At Houghton Primary School we promote the good health of children attending the setting. If a child is ill and/or infectious we will take action that we feel is necessary to prevent the spread of infection and to support children who are ill. We follow the NHS guidance about illness in school. We ask parents to consider the following the questions when making a decision about whether their child should be in school or not;

- Is my child well enough to do the activities of the school day? If not, keep your child at home.
- Does my child have a condition that could be passed on to other children or school staff? If so, keep your child at home.
- Would I take a day off work if I had this condition? If so, keep your child at home.

We also ask them to adhere to the NHS guidance about these common conditions;

Cough and cold. A child with a minor cough or cold may attend school. If the cold is accompanied by a raised temperature, shivers or drowsiness, the child should stay off school, visit the GP and return to school 24 hours after they start to feel better. If your child has a more severe and longlasting cough, consult your GP. They can give guidance on whether your child should stay off school. **Raised temperature**. If your child has a raised temperature, they shouldn't attend school. They can return 24 hours after they start to feel better.

Rash. Skin rashes can be the first sign of many infectious illnesses, such as chickenpox and measles. Children with these conditions shouldn't attend school. If your child has a rash, check with your GP or practice nurse before sending them to school.

Headache. A child with a minor headache doesn't usually need to be kept off school. If the headache is more severe or is accompanied by other symptoms, such as raised temperature or drowsiness, then keep the child off school and consult your GP.

Vomiting and diarrhoea. Children with diarrhoea and/or vomiting should definitely be kept off school until at least 48 hours after their symptoms have gone. Most cases of diarrhoea and vomiting in children get better without treatment, but if symptoms persist, consult your GP.

Sore throat. A sore throat alone doesn't have to keep a child from school. But if it's accompanied by a raised temperature, your child should stay at home.

Chickenpox. If your child has chickenpox, keep them off school until all their spots have crusted over.

http://www.nhs.uk/Livewell/Yourchildatschool/Pages/Illness.aspx

The school has policies for the administration of medicines and for supporting children with medical policies. Medicine (both prescription and non-prescription) will only be administered to a child where written permission for that particular medicine has been obtained from the child's parent/carer and with the agreement of the headteacher. Prescription medicines will not be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist and medicines containing aspirin will only be given if prescribed by a doctor. Medication is only administered by trained staff who keep a written record each time a medicine is administered to a child, and inform the child's parents/carers on the same day, or as soon as reasonably practicable.

Food and Drink

Children in the Foundation Stage at Houghton Primary School are all entitled to a free school lunch, provided within the government's Universal Infants Free School Meals scheme. School lunches are cooked and provided on site by our school cook and her team who adhere to School Food Standards. Our kitchen staff are trained in food preparation, cooking and hygiene. Their kitchen is equipped to the standards required for catering and inspected regularly. https://www.gov.uk/school-mealshealthy-eating-standards

All children in the Foundation Stage at Houghton Primary School are provided with a healthy 'snack' under the government's School Fruit and Vegetable Scheme for children in the Foundation Stage and Key Stage 1. http://www.nhs.uk/Livewell/5ADAY/Pages/Schoolscheme.aspx

Parents can also provide their children with a healthy snack as long as they follow the school's guidance on healthy eating which is provided on the website.

We obtain information about any special dietary requirements, preferences and food allergies that a child has and any special health requirements before they start at the school and work together with parents to ensure that any particular needs can be met. These needs are recorded. For some children this may mean that their parents provide a packed lunch and healthy snacks if we are unable to accommodate a particular need.

Accidents and/or Injuries

First Aid is provided on site by qualified staff within the school's First Aid policy. All members of staff have the Paediatric First Aid Qualification. A First Aid box is kept in the First Aid room and is accessible at all times. A written record of accidents, injuries and/or first aid treatment is kept. Parents/carers are informed of any accident or injury sustained by the child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given.

The school follows the Health and Safety Executive's regulations for Reporting of Injuries, Diseases and Dangerous Occurrences (RIDDOR, 2013). Serious accidents or injury to, or the death of, any child would be reported to the Local Authority and local child protection agencies.

Managing Behaviour

The school has a Behaviour Policy which provides details of how behaviour is managed across the school. The policy includes details of the rewards and sanctions which we use in school.

A record is kept of any occasion where physical intervention is used, and parents/carers are informed on the same day or as soon as reasonably practicable.

Safety

The school has a Health and Safety policy which is monitored by governors, ensuring compliance with health and safety legislation (including fire safety and hygiene requirements).

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

Smoking

There is no smoking, including the use of e-cigarettes or equivalent, on the school site at any time.

Premises

The Reception classroom is purpose built for 4-5 year olds. There is access to an outdoor play area and outdoor activities are planned and take place on a daily basis unless circumstances make it inappropriate to do so e.g. in unsafe weather conditions.

The Reception classroom has its own toilet facilities with equipment suitable for 4-5 year olds. Staff have separate toilet facilities. Changing facilities are available in the First Aid room/Disabled Toilet. Spare clothing is available and parents are asked to provide a spare set of clothing in case of 'accidents'.

There is a separate staffroom and areas available for staff to meet together and/or with parents/carers.

Staff will only release children into the care of individuals who have been notified to the school by the parent. Staff let children go one-by-one at the end of the school day directly into the care of their parents or known adults. No child is allowed to leave the premises unsupervised. We will not release any child into the care of another adult without parental permission, e.g. if a parent is running late and another parent offers to take the child home with them we would refuse unless the child's parent has told us to do so.

The school has taken all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors.

The school has public liability insurance to cover all premises.

Risk Assessment

The school governors ensure that they take all reasonable steps to ensure staff and children are not exposed to risks are able to demonstrate how they are managing risks.

There are a number of written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how risks are managed. These are available on request. Risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

Outings

Children must be kept safe while on outings. Prior to any outing staff assess the risks or hazards which may arise for the children, and identify the steps to be taken to remove, minimise and manage those risks and hazards. The assessment includes consideration of adult to child ratios. Whilst the risk assessment does not necessarily need to be in writing, at Houghton Primary School we complete a written assessment for each outing which is submitted to the headteacher in advance.

At Houghton Primary School staff do not transport children in their own vehicles. Professional coach/bus companies are usually used to transport children. If car transport is required, we request that parents make the arrangements.

Information and Records

The school maintains records and obtains and shares information (with parents and carers, other professionals working with the child, the police, social services and Ofsted, as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

If requested, the school will incorporate parents'/carers' comments into children's records. Records are easily accessible and available. Confidential information and records about staff and children is held securely and only accessible and available to those who have a right or professional need to see them. The school is aware of their responsibilities under General Data Protection Regulation (2018) (GDPR) and where relevant the Freedom of Information Act 2000

All staff at Houghton Primary School understand the need to protect the privacy of the children in their care as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

Parents/carers will be given access to all records about their child, provided that no relevant exemptions apply to their disclosure under the GDPR.

We ask parents to provide information about their child's next school if they leave us. Records relating to individual children are transferred to their next school as soon as possible. We follow statutory guidance on 'Children Missing Education' and do everything possible to find out the details of the next school a child attends when they leave Houghton Primary School if a parent does not provide details. This includes families who leave the country.
https://www.gov.uk/government/publications/children-missingeducation

Complaints
The school has a written complaints procedure for dealing with concerns and complaints from parents/carers and keeps a written record of any complaints, and their outcome

All providers written complaints relating to the fulfilment of the EYFS requirements are investigated in accordance with the school's Complaints procedure. Complainants will be informed of the outcome of the investigation within 28 days of the school having received the complaint.

The record of complaints will be made available to Ofsted on request.

Monitoring and Review

The Reception teachers are the members of staff with responsibility for ensuring that this policy is followed.

The Headteacher monitors and evaluates practice in the Foundation Stage as part of the whole school monitoring and evaluation cycle.

There is a named governor with responsibility for monitoring the Foundation Stage. This governor undertakes planned visits and provides feedback to the Governing body.
This policy is reviewed every 3 years by the head teacher working together with the Foundation Stage staff and school leadership team.

Next review: Autumn 2027