

Early Years Policy



HYDESVILLE
TOWER SCHOOL

September 2026

These policies are only relevant to the Early Years Department. Further policies and information can be found in the 'Whole School Policy' Document.

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1 Terminology

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

- Age 4 – 5 Reception
- Age 3 – 4 Preschool
- Age 2-3 Nursery

Within this document, the term 'Early Years' is used to describe children in the Foundation stage aged between 2-5 years of age.

1.2 Registered Provision refers to provision for children under two years of age. Settings must register for Early Years provision with the DfE if they provide for:

- Children aged from birth to under two years and at least one child attends for more than two hours a day; and/or
- Children who are not pupils at the school, such as a separate pre-school, a nursery for children of staff members or a nursery in a children's centre run by the school (it does not have to be on the school premises to be run directly by the school).

1.3. EYFS refers to Early Years Foundation Stage.

2 Aim

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

3 Statutory Framework

3.1 We adhere to the Statutory Framework of the EYFS and the four guiding principles (printed in bold) 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.
- **Children develop and learn in different ways and at different rates.**

4 Principles into Practice

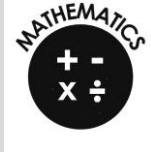
4.1 As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for 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 which are based on the individual child and are 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.
- Provide a secure and safe learning environment, indoors and out.

5 The Early Years Curriculum

- 5.1 We plan an exciting and challenging curriculum based on our observations of children's needs, interests, and stages of development across the seven areas of learning, to enable the children to achieve their early learning goals.
- 5.2 All of the seven areas of learning and development are important and inter-connected. The Prime Areas of Learning are the essential foundations for children to work with and master before progressing to the Specific Areas of Learning.

1. Prime Areas of Learning		
Personal, Social and Emotional Development	Physical Development	Communication and Language
- Self-regulation - Managing self - Building relationships 	- Gross motor skills - Fine motor skills 	- Listening, Attention and Understanding - Speaking 

2. Specific Areas of Learning			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
- Comprehension - Word reading - Writing 	- Number - Numerical Patterns 	- Past and Present - People Culture and Communities - The Natural World 	- Creating with materials - Being imaginative and Expressive 

- 5.3 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.
- 5.4 In the Early Years we write medium-term plans using the EYFS, which are linked to a series of topics over an academic year. Each topic offers experiences in all seven areas, in both the inside and outside learning areas. These plans then inform our short-term weekly planning, which remains flexible for unplanned circumstances or children's responses. We follow and encourage the children's own interests through our continuous provision planning, where children are encouraged to learn through play, with the support of positive adult and peer interaction.

- 5.5 Practitioners working with the youngest children in Nursery 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 all children need to develop and learn effectively and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years and grow in confidence and ability within the three prime areas. The balance will also shift to more structured and adult-led activities during the Reception year, in preparation for Year 1.
- 5.6 Children have whole group and small group teaching and learning times which increase as they progress through the EYFS. This includes a daily phonics session using the 'Twinkl Phonics' scheme and varying aspects of Mathematics and Literacy. 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 to develop children's language skills for communicating.
- 5.7 In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice. We create a stimulating environment to encourage children to learn in a variety of environments.

6 Regulatory Requirements

- 6.1 We ensure that we implement the Statutory Framework for the Early Years Foundation Stage (EYFS) for Group and School-Based Providers (September 2026) and meet all associated statutory safeguarding and welfare requirements.
- 6.2 Early Years Leaders and practitioners will receive appropriate training and guidance to ensure they understand and implement current regulatory requirements. This includes requirements relating to:
- 6.3 Safeguarding and child protection, including recognising and responding to children who may be at risk of harm and following the setting's procedures for reporting concerns.
- 6.4 Safer sleep, including appropriate sleep environments, supervision, monitoring and safer sleep practices.
- 6.5 Screen use, ensuring children's use of digital devices is appropriate, purposeful and limited, with regard to current DfE guidance and ensuring that screen use does not replace active play, physical activity, communication or interaction.
- 6.6 Food, nutrition and safer eating, including appropriate supervision of children while eating and drinking, awareness of choking hazards, allergies and individual dietary requirements, and compliance with current EYFS nutrition and safer eating guidance.
- 6.7 Notification and reporting requirements, including the requirement to notify Ofsted of relevant allegations of harm or abuse in accordance with the statutory framework and required timescales.
- 6.8 Health, safety and welfare, including appropriate risk assessment, staff supervision, first aid, medication, infection prevention and control, and maintaining a safe and suitable environment for children.
- 6.9 Information sharing and record keeping, ensuring safeguarding and welfare concerns are appropriately recorded, shared with the Designated Safeguarding Lead (DSL) and, where necessary, referred to the appropriate external agencies.
- 6.10 Regulatory requirements will be reviewed regularly by Early Years Leaders to ensure that practice, policies and procedures remain current and compliant with the EYFS statutory framework and associated guidance.

7 Observation and Assessment

- 7.1 As part of our daily practice, we observe and assess children's development, learning and progress to inform our ongoing planning and provision. Observations are recorded in a variety of ways, including written accounts of what children have said and done, alongside photographic evidence where appropriate. Significant observations and achievements are

collated within each child's individual digital learning journey, 'Tapestry', providing parents and carers with a clear and accessible record of their child's experiences, development and progress, which can be viewed from home. Where appropriate, practitioners will also use Tapestry to identify and share individual 'next steps' for learning and development, enabling parents and carers to have a clear understanding of how they can support their child's continued progress and learning at home.

- 7.2 In the Reception year, the children are assessed against the Early Learning Goals (ELGs) and our results are reported to the local authority. Throughout the year, the school provides the local authority with such information relating to the EYFS Profile and assessment as they may reasonably request.
- 7.3 Parents are valued as vital and important contributors to their child's progress and are given opportunities to discuss the development of their child at regular parent consultation meetings, as well as at the beginning or end of the day. Parents are also welcome to e-mail staff within term times. Staff will reply as promptly as possible and within 24 hours. Within the final term of Reception, we provide parents with a report based on their child's development against each of the Early Learning Goals, including strengths and next steps in learning. Parents are then given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1. Similarly, Reception teachers will meet with Year 1 teachers to discuss each child's needs, characteristics, and progress to ensure a smooth and successful transition into the next academic year for each child.

- 7.4 The school complies with requirements to complete the Two-Year-Old Assessment Check.
- 7.5 The school uses a speech and language screening programme called 'WellComm', which assesses whether the child has an age-appropriate level of speech and understanding. This is monitored across Nursery, Preschool and Reception. Where children have not reached expected levels of understanding, then staff implement regular intervention (a series of fun 10–15-minute activities) to support progress. WellComm intervention continues until the end of the Reception year. Staff will notify parents where there is a lapse in speech and understanding development, as parents may also wish to support the child at home. The school may also recommend a referral be made to external speech and language support services should the child be considered to need further support in this area.

8 Inclusion

- 8.1 We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that most of our children achieve their Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support they need and, in doing so, work closely with parents and outside agencies.

9 Equal Opportunities

- 9.1 At Hydesville we are proud to be part of a multicultural society, sharing British values of respect and tolerance. The Early Years' department takes great care to treat everyone as a person, with equal rights and responsibilities to any other individual, whether they be an adult or child. Discrimination on the grounds of sex, race, religion, colour, LGBTQIA+, creed, marital status, ethnicity, or political belief, has no place within the setting.
- 9.2 The setting is committed to: encouragement of positive role models; providing imaginary play and activities which are accessible to all and where participation is encouraged by staff.
- 9.3 Respect, tolerance and democracy are encouraged through the Early Years' 'Golden Rules' – a child-friendly code of conduct which is promoted in the setting.

10 Special Educational Needs and Disability (SEND)

- 10.1 Every child's needs are different, and we understand that children develop at different rates. However, when a child is having difficulty progressing in any aspect of their development, then this is recognised and acted upon to ensure a positive outcome for the child.
- 10.2 The teacher/key person, with the involvement of parents/carers, will identify the child's needs and, in collaboration with the SENDCo (Special Educational Needs and Disability Co-ordinator), the school will follow the Independent Schools Council Guidance for Special Needs and other LEA's procedures as required. The school SENDCo is Njah Khan.
- 10.3 Children may be referred to outside agencies if deemed necessary (such as to Speech and Language Services). Parental consent is required for referrals to be made.
- 10.4 Children will receive intervention sessions from the class teacher/practitioner where a child is finding something difficult. Children listed on the SEND register may also receive extra support sessions from the LSA or SENDCo to help the child progress.
- 10.5 Information about child development and how to support your child's progress at home can be found in the following document:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/988004/Development_Matters.pdf

11. English as an Additional Language

- 11.1 For children whose home language is not English, staff take steps to provide opportunities for children to develop and use their home language in play and learning, whilst supporting parents with their language development at home.
- 11.2 Staff ensure that children have sufficient opportunities to reach a good standard in English by accessing a language-rich environment throughout every aspect of the Early Years' experience.
- 11.3 When assessing communication skills, staff assess children's skills in English. If a child does not have a strong grasp of English language, staff will explore the child's skills in the home language with parents and/or carers to establish whether there is cause for concern regarding language delay.
- 11.4 Where the child has very little understanding of the English language then parents may be invited to remain in the setting to assist with the settling-in process, in order to prevent the child from becoming distressed in the new environment.

12 Partners and Communication

- 12.1 We strive to create and maintain close working partnerships with parents and carers as we recognise that together we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and promote parental support and engagement in numerous ways.
- 12.2 The school communicates with parents/guardians in several ways, which include:
 - a) Parent Pay – a parent app used to keep parents informed with school news, events, trips, curriculum maps etc.
 - b) Tapestry – a digital learning journey used to record your child's progress and achievements. Staff may also add 'next steps' to Tapestry observations which are added to inform parents of the next target the child can work towards.
 - c) The school website – this aims to share much information with parents, including information about the school day, meals, uniform lists, policies, documents relating to Early Years education, staffing information, contact numbers for before/after school care, school newsletters etc. There is also a 'Frequently Asked Questions' section on the Nursery/Preschool page.
 - d) E-mail – parents are welcome to e-mail staff with concerns/information and will receive a response within 24 hours. Parents will also receive an e-mail where the child has received first-aid treatment for an injury sustained in school (although parents will be telephoned directly if the injury is deemed to be more severe).
 - e) Face-to-face communication when children are collected at the end of the day.
 - f) Telephone calls from staff: Phone calls to parents may be made on occasion by staff in both Reception and Nursery (e.g., For illness, where the child may need to go home).
 - g) Telephone calls from parents:
Nursery/Preschool parents are welcome to telephone school and speak directly to staff but are asked to do so during the afternoon sessions, if possible, to avoid disruption to morning sessions.
Reception parents are welcome to phone the school office and leave messages for Reception staff.

Parents are very much encouraged to approach staff should they ever have any queries/concerns relating to the school and how it operates.
- 12.3 The school shares a copy of a curriculum map which is termly for Nursery and every half term for Reception with parents/carers. This will outline the topic for each half-term and the skills the children will be expected to develop.

- 12.4 Working with other services and organisations is integral to our practice to meet the needs of our children (such as when referring to Speech and Language support services). At times we may need to share information with other professionals to provide the best support possible and will always request parental/guardian consent when required to.
- 12.5 We draw on our links with the community to enrich children's experiences by taking them on visits and inviting members of the community into our setting.

13 Transitions

- 13.1 Transitions are carefully planned for, and time is given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Children attend introductory sessions to Nursery, Preschool and Reception to develop familiarity with the setting and practitioners.
- 13.2 Preschool children, soon to be moving into our Reception classes, will undergo weekly transitions into Reception over the Summer term, prior to beginning Reception in the Autumn Term. This ensures a more settled transition when children begin Reception in September.
- 13.3 In the final term of Reception, the Year 1 teachers will meet with the Early Years staff and discuss each child's development against the Early Learning Goals to support a smooth transition to Year 1. This discussion helps the Year 1 teachers to plan an effective, responsive and appropriate curriculum that will best meet the needs of all children. Reception children will also undergo a 'Meet the Teacher' day during the final Reception term, when they will meet their new Year 1 teacher prior to beginning Year 1 in the Autumn term.

14 Acceptable Use of Mobile Phones and Devices

- 14.1 We recognise that people may wish to have their personal mobile phones at work for use in case of emergency. It is acknowledged that people may also have other technological devices in their possession or within their personal belongings. Safeguarding of pupils within the school and Early Years setting is paramount, and it is recognised that personal mobile phones and technological devices have the potential to be used inappropriately and therefore the setting has implemented the following policy.
- 14.2 The Early Years Safeguarding and Welfare Requirements (para 3.6) require all schools to have a clear policy on the use of mobile phones and devices.
- 14.3 The OFG Code of Conduct for staff states: 'OFG does not permit the use of personal mobile phones, Smart devices and cameras by staff where children are present' (see IT Policy and Safeguarding Policy section 25 for more information).
- 14.4 All staff's personal mobile phones are kept in a designated lockable cupboard and cannot be left by desks or tables. Staff are permitted to use their own hand-held devices in school, but **must always do so in staffrooms**, away from children, and only during breaks and lunchtimes, when they are no longer on duty or supervising children. This applies to all contracted working hours.
- 14.5 Staff who refuse to comply with the policy or who are found with their mobiles during the school day will face disciplinary action.
- 14.6 Staff are asked to supply the main school number for people to contact them in the event of an emergency during school times.

- 14.7 In the event of suspicion that a staff mobile phone or technological device may contain unsuitable material, the nature of the material should be recorded and then the Early Years Lead and the Designated Safeguarding Lead will be informed.
- 14.8 Staff must also exercise caution when using mobile phones and technological devices outside of working hours, including the accessing of social networking sites, where staff should be aware of the risks to themselves and others. This includes not contacting or accepting requests on social media sites from parents or pupils and ensuring privacy settings are robust.

Use of personal mobile phones, cameras and technological devices by others (this may include children, parents, visitors and contractors).

- 14.9 All visitors to the school are asked to switch off their mobile devices on entering the school and ensure they are not used whilst visiting the classrooms or whilst near children. Any visitor requiring using their mobile device whilst on school premises should be taken to the school's main reception area to do so.
- 14.10 All of the school's mobile phones, cameras, technological devices and digital safety policies can be found on the school's website. The Early Years department also display clear 'no mobile phone zone' posters and 'no camera zone' posters around the outside and inside of the building. Parents and visitors to the school that are seen with mobile phones on display whilst moving around the school, including during drop off and collection times, will always be challenged and asked to remove these from the premises immediately.
- 14.11 As we are a total **MOBILE FREE ZONE** there are many signs displayed around the inside and outside of the Early Years department and around the whole school to remind parents and visitors.
- 14.12 In reference to our Whole School Digital Safety policy, parents and carers are informed that whilst they can take pictures and videos of their OWN children during a performance, these are not to be shared on social media sites and are only for personal use. Permission will be sought prior to any performances to seek agreement from parents and carers of all children taking part, should recording take place i.e. in the event of a school video being produced. If permission is denied, then this will be made clear to all parents before the performance takes place.

Use of the school's mobile phone, camera and technological devices

- 14.13 The school mobile phone is only used on external trips, and this has sole facility of calls and text messaging, (in the event of a photo facility being available this is deactivated). Early Years trip leaders are permitted to take their own personal devices when on trips to ensure emergencies can be dealt with as swiftly as possible and this must be recorded on the trip risk assessment. Trip leaders must only use their personal devices, however, for emergency situations and must do so in sight of other staff. Ipad's used in the Early Years department are for staff to collect images of children for observations and journal entries on our Online Learning Journal system. These are deleted once used and published. These are shared with parents who have an individual log in and account to access their own child's photographs and videos only. Each class has a designated ipad for their classroom to take pictures of their children.
- 14.14 Apple watches are not allowed to be worn by any of the children in school and staff must always turn their apple watches to airplane mode in school.

15 Intimate Care and Toileting

- 15.1 At Hydesville Tower School we aim to meet the individual needs of all our children and promote their welfare. We will assist children with intimate care where needed and appropriate, and will ensure that children are always treated with courtesy, dignity, and respect.
- 15.2 Intimate care is defined as care involving washing, touching or carrying out a procedure to intimate personal areas which some children may need support in doing because of their young age, physical difficulties or other special needs.
- 15.3 Where a child has intimate care needs, a designated member of staff takes responsibility to provide their care. We address issues on an individual basis.
- 15.4 Due to the developmental stages of the children that we work with, we support them with their personal care: reminding the children to go to the toilet, washing hands, hygiene, etc. to develop their independence. As outlined in the Early Years curriculum, we are responsible for children's personal care skills, as an essential part of their Personal Development, in order to be able to access the rest of the curriculum.
- 15.5 On some occasions, children come to our setting still in nappies. We support children sensitively and with dignity in this matter. Some children will also have occasional wetting/soiling accidents. Therefore, parents are asked to supply a bag of clean clothes for their child in a drawstring bag to be hung on their child's peg, which should be clearly labelled with the child's name. These are taken into the toilet facilities prior to changing. However, a supply of spare clothing is available, if necessary, and parents are asked to return this as soon as possible.
- 15.6 If a child has needed adult support with meeting intimate care needs (toilet accident), then parents are notified through 'Medi-tracker' for Reception children and 'Tapestry' for Nursery and Preschool children.
- 15.7 All staff members are knowledgeable about intimate care/personal and social care. They are aware of their responsibilities, relevant policies, and procedures in place (including adhering to Child Protection, Health and Safety and Confidentiality). The designated employed adult is trained, DBS checked and has received training for very specific intimate care procedures where relevant. They follow the child's care plan (see below) and they always undertake their duties in a professional manner. They are fully aware of best practice including hygiene.
- 15.8 If a child requires *regular* assistance with intimate care, the designated member of staff will meet with the parents to discuss the child's needs and together devise an agreed intimate/personal care plan for the child. Relevant health personnel are involved if needed. The designated member of staff will monitor and review the plan with the parents on a regular basis, usually termly, dependent on need.
- 15.9 The designated member of staff within the Nursery/Preschool will deal with these issues.
- 15.10 The designated member of staff who provides the care (in most cases the child's key person) aims to form a strong, trusting relationship with the child and parents. They ensure that it is a positive experience that is safe and comfortable for all. Whilst the child is having their needs met, it is treated as a time to converse and promote their personal development.
- 15.11 The child is encouraged to undertake as much of the procedure for themselves as possible, including washing intimate areas, dressing/undressing, and hygiene.

- 15.12 The Early Year's toilet area is used to attend to a child's needs, and every effort is made to ensure privacy and modesty.
- 15.13 Most procedures are carried out by just the designated person. However, careful consideration is given to the child's individual circumstances to determine how many practitioners might need to be present when a child needs help with intimate care. There is always another member of staff within hearing distances always.
- 15.14 If a child is unhappy or anxious about the care being provided, the issue will be addressed to ensure that we continually meet a child's needs.
- 15.15 We work closely with parents to identify and ensure we meet the child's needs. Cultural and religious values are respected when planning for their care and will be included in the care plan. We seek to engage in regular communication with parents and monitor and review the plan together.
- 15.16 We work closely with outside agencies and utilise their knowledge and expertise, where necessary, regarding intimate care. The SENCO coordinates this approach.
- 15.17 Parents will provide the correct nappies and creams for their child in a named plastic box or similar.

Safe Disposal of Nappies, Aprons and Gloves

- 15.18 We have good hygiene practices in place when disposing of waste to stop infection. We follow stringent nappy changing procedures to ensure the safe disposal of waste.

Changing a Nappy

- A clean disposable apron and gloves are worn every time a child is changed, after the designated member of staff has washed their hands thoroughly.
 - Whilst changing, the child's skin is cleaned with a disposable wipe/cream if needed.
 - Nappies and 'pull ups', gloves, aprons, and wipes are disposed of hygienically and safely by the designated member of staff including double bagging waste and placing in a special bin.
 - A log is kept on 'Tapestry' of the nappy changing time, the staff member changing the child and the type of nappy change (urination and bowel movement). The name of the staff member present within hearing distance should also be recorded.
- 15.19 This bin is emptied at the end of the day, or it may need to be emptied throughout the day. We dispose of our waste in accordance with the guidelines recommended.

16 Behaviour

- 16.1 The school believes in positive reinforcement as a primary approach. Key Persons and teachers are consistent but also flexible in their approach to managing children's behaviour, adjusting their responses according to the demands of the situation and the age and individual needs of the child. Sticker charts are used in both Nursery, Preschool and Reception and children are rewarded with stickers for positive behaviour, e.g., hard work, kindness or good manners etc. In Nursery and Preschool, children are rewarded with a 'prize' for completing their sticker charts and in Reception with a 'certificate of achievement', which is presented in the Prep School Rewards Assembly. Children may also receive a 'Star of the Week' certificate when they have consistently demonstrated desirable behaviours.
- 16.2 The children follow the 'Golden Rules' in the Early Years setting, which is a simple child-friendly set of rules for encouraging good behaviour. These are discussed and reflected upon during circle times and referred to throughout the day to remind children of the

expectations in the setting.

- 16.3 More serious incidents, including those involving aggressive or unsafe behaviour, will be recorded electronically and shared with parents/carers. Where concerns arise regarding a child's behaviour, the child's key person/teacher will work in partnership with parents/carers to develop consistent, supportive strategies to help the child regulate their behaviour and emotions.

Staff will respond to challenging behaviour calmly, sensitively and appropriately, recognising that behaviour is a form of communication. The setting promotes positive behaviour through nurturing relationships, clear boundaries, praise, modelling and consistent routines.

Strategies used by staff may include:

- redirecting a child or group of children towards an alternative activity;
- timely adult intervention to prevent situations from escalating;
- anticipating and reducing potential triggers within the environment, routines or activities;
- supporting children to negotiate, share and solve problems together;
- offering children appropriate choices to encourage cooperation and independence;
- providing opportunities for calming and emotional regulation, such as a quiet space or supportive reflection time with an adult;
- closely supervising and supporting children whose behaviour may place themselves or others at risk;
- using positive reinforcement strategies, including praise and encouragement, to promote appropriate behaviour.

Physical intervention will only be used as a last resort, and only where necessary to prevent harm to the child, other children or adults, or serious damage to property. Any intervention will be reasonable, proportionate, appropriate to the circumstances and for the shortest time necessary. Any such incident will be recorded and shared with parents/carers in line with the setting's safeguarding and behaviour procedures.

The setting does not use corporal punishment, humiliation, intimidation or punitive behaviour management practices. Any behaviour support approach will take account of the child's age, stage of development, individual needs and any identified SEND needs.

- 16.4 Biting incidents are uncommon but can occasionally occur within an Early Years setting. We recognise that young children may bite for a variety of reasons, including frustration, stress, difficulty communicating their needs, or developmental factors such as delayed speech and language. While understanding the reasons behind the behaviour is important, we also recognise that being bitten can be distressing and upsetting for the child involved. When an incident occurs, the practitioner will respond calmly and sensitively, explaining to the child who has bitten that biting is not acceptable and using simple, age-appropriate language to help them understand how their peer may be feeling. The child will be supported to repair the situation, where appropriate, and their attention will then be redirected towards a suitable activity. Staff will closely monitor the child following the incident to identify any patterns, triggers or further support that may be required. The relevant key person/teacher will complete an incident report and inform both sets of parents/carers. In Reception, both sets of parents/carers must also be notified and the incident recorded on iSAMS by the relevant teacher.

Parents can seek further advice on the management of biting at:

<https://www.naeyc.org/our-work/families/understanding-and-responding-children-who-bite>

- 16.5 Where poor and unacceptable behaviour persists, staff will request support from the Headteacher (Mrs Samra) or Head of Prep School (Mrs Chand) and parents may be asked to attend a meeting. A future pathway and action plan will then be agreed to provide

a positive outcome for the child and for the setting.

17 Health and Safety

- 17.1 Children's safety and welfare is paramount in the setting. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures, and documents in place to ensure children's safety.
- 17.2 We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, promoting personal hygiene, and following set procedures when children become ill or have an accident. School menus are available to view on the school website, should parents/carers wish to discuss meal choices with their child in advance.
- 17.3 Risk Assessments are carried out daily by the Early Years staff. Potential hazards are reported to the designated health and safety representatives immediately and risk is minimised immediately.
- 17.4 All Early Years staff receive comprehensive training on the safe and effective delivery of First-Aid and hold a Level 3 Paediatric First-Aid certificate. All injuries are reported in line with the EYFS Statutory Regulations. Parents are contacted by phone or e-mail (through a Medical Tracker) with **any** head injury and children also receive a paper wristband or sticker to indicate they have received a head injury during the day. In cases of serious injury, including head injuries, or if staff are concerned for a child's health, parents/guardians are contacted immediately by phone and may be advised to collect the child if deemed necessary.
- 17.5 The Nursery/Preschool staff are responsible for the recording of accidents and injuries in Nursery/Preschool and must record first-aid treatment, or prescribed medication given to a child, on the school's medical tracker, which then triggers an automatic e-mail to parents. Parents are always telephoned directly should the child suffer a serious injury to the head. If an ambulance is required for emergency treatment, a staff member will accompany the child to hospital and parents will be informed immediately. Staff members will call the emergency services as soon as it becomes apparent that the injury is beyond the setting's capability.
- 17.6 First aid is given to Reception children in line with the Prep School First-Aid Policy. If children are, therefore, injured whilst at school they are taken to the office to receive treatment. Office staff are then responsible for recording the accident and the first-aid given is recorded on the school's medical tracker. Parents automatically receive an e-mail regarding the incident as soon as it is logged on the medical tracker. Reception staff will notify the office staff to record any accident or treatment to injury given by Reception staff within the classroom.
- 17.7 School lunches are prepared by designated kitchen staff, as are afternoon snacks. The school will notify ISI & Ofsted of any food poisoning affecting two or more children looked after on the premises. Notification will be made as soon as is reasonably practicable, but in any event within 14 days of the incident.
- 17.8 Children's school winter coats, gloves, hats, and scarves will protect them from cold weather and light showers on the playground. In Summer, children should be provided with a white peaked cap to protect their faces from the sun. During the hotter months parents should also apply 'once a day' sun cream to their children prior to bringing them to school. Staff will ensure that children have free access to drinks and will especially monitor the intake of fluids during hot weather.
- 17.9 The Lower Prep playground provides areas of shelter for the children during light rain or intense sun. It is our priority to ensure the children receive an adequate amount

of time to play outdoors whilst the weather allows. During heavy rain, high winds or heavy snow, however, the children will be brought indoors to ensure their personal safety.

- 17.10 The setting recognises that young children learn through sensory exploration, including experiences involving food. Food-based activities may occasionally be used to support children's learning and development, including sensory play, creative activities and the exploration of textures, smells and tastes.

All food play activities will be carefully planned and supervised by staff to ensure they are safe, hygienic and purposeful. Staff will consider children's dietary requirements, allergies, cultural needs and medical conditions before any activity involving food takes place.

During food play:

- children will be always supervised appropriately;
- clear hygiene procedures will be followed, including handwashing before and after activities;
- food used for play will be suitable, safe and age-appropriate;
- choking hazards will be avoided in line with safeguarding and health and safety guidance;
- staff will encourage respectful and appropriate use of food and resources;
- any child attempting to throw, misuse or consume unsuitable items will be redirected and supported appropriately.

Where food is intended for eating, staff will ensure children remain seated where appropriate and are supervised closely to reduce the risk of choking. The setting reserves the right to stop any activity if it becomes unsafe or unsuitable for the children involved.

- 17.11 The setting is committed to promoting safe sleep practices and ensuring that all children are appropriately supervised while sleeping or resting. Staff will follow current safer sleep guidance and work in partnership with parents/carers to meet each child's individual sleep needs safely and consistently.

Sleeping children will be checked regularly by staff and always remain within sight or hearing of a member of staff. Sleep areas will be safe, well-ventilated and maintained at an appropriate temperature.

To promote safer sleep:

- babies and young children will be placed to sleep in accordance with current safer sleep guidance and individual care plans.
- children will be placed on their backs to sleep unless parents/carers provide written medical advice stating otherwise.
- sleep equipment and bedding will be suitable, clean and age-appropriate;
- sleeping children will be monitored at regular intervals, with checks recorded where required on Tapestry care diary section.
- staff will respond promptly if a child shows signs of distress, discomfort or illness while sleeping.

The setting will take account of children's individual routines, medical needs and parental wishes wherever possible, while ensuring that safe sleep practices always remain the priority.

18 Medicines and Illness

- 18.1 Parents are asked to complete a medical questionnaire prior to the child starting school so that the setting can provide the level of care expected for each individual child. Wherever appropriate, the parents meet with the Head of Nursery/Preschool or Reception class teacher to discuss medical needs to ensure such provision is in place. Special arrangements such as training are made where necessary, to ensure that the child's needs are met. Staff receive 'Auto injector' training as part of their First-Aid training.

- 18.2 Only prescribed medicines will be administered in the Early Years setting and parents are advised to ideally administer medicines at home where possible. Parents should also keep their child at home if the child is acutely unwell or infectious. Medicine to be administered in school must be within 2 weeks of the prescription date. If antibiotics have been prescribed, a child must remain at home until at least 1 day after the first dose of medication.
- 18.3 Reception parents/carers must, daily, sign a medication form giving details of the medicine, dosage and times to be administered. Medication for Reception children will be kept in the medical room and administered by the office staff. Any medicine administered by staff will be recorded on Medical Tracker. Reception auto injectors are kept in the classroom, in a clearly marked orange bag along with inhalers. Auto injectors and inhalers are administered as needed. Auto injectors and inhalers are taken with the child when they leave the premises for Forest School, for example, or on school outings.
- 18.4 Nursery/Preschool parents must sign a medication consent form which is dated, signed and countersigned, with the appropriate dosage recorded. The child's key person will administer the medication and sign and date the medication form. This form should be witnessed by another person and initialled. The medication form, with the child's details, will be attached to the medicine. Any medicine administered by staff will be recorded on ISAMS or medical tracker. In the nursery setting medication is kept out of children's reach or stored in a fridge where relevant. Auto injectors and inhalers are kept in an accessible safe place in Nursery and are administered as needed. Auto injectors and inhalers are taken with the child when they attend Forest School, for example, or school trips.
- 18.5 If staff are of the opinion that a child is too ill for school, then the parent/carer will be contacted and requested to collect the child as soon as possible. The staff of the Early Years must be convinced that the child has returned to good health before re-admitting them. In the case of the following communicable diseases, the minimum periods of exclusion from school are thus:

Temperature - If sent home ill, child remain at home for a minimum of 48 hours before returning to school.

Vomiting - 48 hours from last incident.

Conjunctivitis - Keep at home for a minimum of 1 day; longer if eyes are still weeping.

Diarrhoea - 48 hours or until 2 clear nappies.

Chickenpox - 7 days absence from initial appearance of the rash.

Gastro-enteritis, food poisoning, salmonellosis and dysentery - 48 hours or until 2 clear nappies or for notifiable diseases, until advised by the relevant public health official.

Infective hepatitis - 7 days from onset of jaundice.

Measles - 7 days from initial appearance of the rash.

Meningococcal infection - Until recovered from the illness.

Mumps - Until the swelling has subsided and in no case less than 7 days absence from onset of illness.

Pertussis (whooping cough) - 21 days from the onset of paroxysmal cough.

Poliomyelitis - Until declared free from infection by the appropriate public health official.

Scarlet fever and streptococcal infection of the throat - Until appropriate medical treatment has been given and in no case for less than 3 days from the start of treatment.

Tuberculosis - Until declared free from infection by the appropriate public health official.

Typhoid fever - Until declared free from infection by the appropriate public health official.

Impetigo - Until the skin is healed.

Pediculosis (lice) - Until appropriate treatment has been given.

Plantar warts - No exclusion. Should be treated and covered.

Ringworm of scalp – absence from school until cured.

Ringworm of body - Seldom necessary to exclude provided treatment is being given.

Please contact office staff if further clarification is needed for an unlisted illness.

- 18.6 The school is not obliged to administer prescribed medicines if the daily dose is 3 times per day and they can be given at home in the morning, afternoon on collection from school and at bedtime. However, exceptions can be made if the child is attending afterschool club until 6pm or the daily dose is 4 times per day.
- 18.7 The school is not obliged to persuade a child to take medicine if they refuse to do so. The member of staff will record this and inform the parent as soon as possible.

19 Emergency Closure

- 19.1 We take numerous precautions to safeguard the physical and mental welfare of all pupils. It is rare that serious adverse weather conditions cause the closing of the school and should this occur, parents will be notified by our parent comms system. Information will also be broadcast via local radio stations and through the school website.
- Closure of the school during the school day is not a decision taken lightly. It must be planned for, however, in order that we may uphold our high security and safety procedures in any unforeseen events. Causes for school closure include, but are not limited to, excessive snow, flooding, damaged heating, impaired sanitary systems, or a disruption in our security systems. In case of emergency closure, the school will notify parents in the first instance through the parent comms system. Ratios will be always maintained and children will be collected via the main office and signed out accordingly. Classes will be merged as children leave, to ensure suitable staffing is always maintained.

20 Attendance, Registration and Appointments.

- 20.1 Reliable and regular attendance helps the child to settle well into school life and children are expected to arrive in school at the stated times. Continual lateness and absences only contribute to a young child's apprehension about coming to school and a good level of attendance and punctuality is therefore expected by the school. Current law requires all pupils, from five to sixteen, to attend school, if they are well. The Headteacher can grant permission for absence, other than for medical reasons, only in exceptional circumstances. If permission is not given the family is in breach of the law and the school is obliged to make an annual return of such unauthorised absences to the Government.
- 20.2 Schools are required to take an attendance register twice daily. This must be done at the start of the morning session, and once at the beginning of the afternoon session. Schools must notify the LEA if a student attends irregularly, or is absent continuously without authorisation for ten or more school days. Morning and afternoon registration is recorded following UK law and Government guidelines. Morning attendance at Hydesville Tower School is taken at 08:45 a.m. in Reception and at 09:00 a.m. in Nursery/Preschool. It is then checked and monitored on the school database by the school office. In case of an emergency/fire/evacuation administrative staff must keep and then distribute hard copies of all class lists so that the school is aware if a student is missing. Any students arriving late at school will be marked absent from their class and, on their arrival to school, should report to the main reception, where the administrative staff will update their attendance record. The school office will also follow up any unauthorised absence via a phone call to parents/carers if they are unaware of the reason for the absence.
- 20.3 The school realises that children will occasionally need to attend appointments during the school day, although appointments should be made outside of the school day if possible. Should a child need to attend an appointment then a parent/guardian/known contact must collect the child and sign them out through the school office.

21 Dismissing Children from School

- 21.1 Children will, on occasion, need to be collected by adults who are unknown to staff. Should an unknown person is collecting your child then please notify the setting in advance. A password will be requested before the child is released. Passwords will be issued to parents prior to the commencement of each academic year. If staff remain in doubt for any reason then a call to parents will be made before dismissing the child.
- 21.2 Any person collecting a child in the setting should be a minimum of 16 years of age.

22 Procedure for dealing with Continual Late Collection of Children.

- 22.1 Parents/Carers are asked to **always** notify the school should they be unable to arrive at school at the agreed time for the collection of their child. This ensures staff can then make suitable arrangement for the care of the child following the end of the teaching day (from 3.30pm onwards).
- 22.2 Nursery, Preschool and Reception children can remain in school in 'wraparound' care until 6.00pm at the very latest, although the school recognises there may very occasionally be extenuating circumstances which prevent timely collection. Should parents/carers be continually late on collecting their children from school after 6.00pm, however, then the school may issue a written warning of withdrawal of the service to parents/carers should late collection continue. The matter may also be referred to the school's Safeguarding team should there be concern for the child's welfare. Should late collection continue beyond the written warning being issued then the service will be withdrawn.

23 Handwriting Policy

The setting follows the 'Nelson Handwriting Scheme', which is further built on throughout the Prep school.

24 Marking Policy

Please see the marking codes below for Reception children.

Teachers are also expected to initial their marking.

			
EYFS MARKING CODES			
	My teacher thinks I understand the objective	VF	My teacher spoke to me verbally about my work.
	My teacher thinks I'm starting to understand	WII	My teacher helped me with this
	My teacher thinks I need more practice	T	My teacher has given me this as my target
	My teacher thinks I have met the objective here	SP	There are spelling errors I need to correct
	My teacher thinks I have made an error here		1 house point – great work!
	My teacher has given me a challenge or additional task		
EXPECTATIONS FOR THE PRESENTATION OF WRITTEN WORK			
<u>Maths</u>		<u>English</u>	
- All maths work in pencil - Correct number formation - start numbers from the top		- All written work to be completed in pencil - Correct letter formation	

25 Ratios and Off-Site Visits

- 25.1 At Hydesville, we promote the use of our wonderful surrounding areas for fully immersive learning experiences. The children access the Arboretum for Forest Friday sessions (the days may be subject to change) and other planned activities. Where possible, the site to be used will be checked and risk-assessed prior to the children leaving school. Permission from parents is obtained generically at the beginning of each academic year for any educational visits deemed part of the school curriculum, and once again specifically for any other trip.
- 25.2 All visits and trips are registered on EVOLVE and are regulated separately and authorised by the EVC (Natalie Mills) and the Headteacher. The planning involved for a trip always includes a risk assessment and information which will make the trip as safe as possible (such as children's groups, itinerary, allergies, medical needs, emergency points of contact, registers etc).
- 25.3 We always ensure that our staff to child ratios are maintained within the school and whilst on school trips. Ratios within the Nursery are in line with EYFS legislation, and the children will be supervised with a ratio of 1:8 (1:5 if children are under 3 years old). In the case of emergency in the Nursery setting, an adult will raise the alarm using the phone located in the main Nursery (Room 6) classroom to call for assistance. In Reception, ratios are based upon the School Admissions (Infant Class Size) Regulations 2012 which limit the size of infant classes to 30 pupils per schoolteacher while an ordinary teaching session is conducted. Individual class sizes are smaller at Hydesville to ensure a personal, tailored learning experience in which the children feel valued.

26 Lost or Missing Children

- 26.1 Procedures following a Child reported Missing or Lost:
- Teacher/Key person will contact the nearest member of SLT and school office immediately following a headcount and register check. All remaining children will be kept safe in a secure place with adequate adult supervision including assistance from other school staff if necessary.
 - A senior member of staff will make a thorough search of the building and/or site and immediate surroundings including storage areas and toilets. A thorough check of all exits will be made, to ensure all gates/doors are locked and there is no other way a pupil could have left the site. If something is discovered, the SLT member must be immediately informed.
 - The following list held in the school office will be checked: attendance register, off site records, and other school clubs.
 - If the child is not found after this initial search and/or approximately 10 minutes from the initial report of them deemed missing, the school office will inform the Headteacher and Director of Education/Education Executive (OFG Head Office). The designated safeguarding officer in school will be notified immediately, and they will ensure that the parents are informed. The Headteacher (or SLT member in the absence of the Headteacher) will decide at which point the police will be called. All relevant emergency contacts for children will be used to inform parents/carers accordingly. However, until such time as the child is safely returned to the care of the parent/carer, the Headteacher remains responsible for the care and welfare of the child, including off site.
 - A search for the child must continue and staff must write down a description of what the child was wearing and any distinguishing features.
- 26.2 Procedures following a Child Missing from an **Off-Site** Location:
- The Group Leader must ensure the safety of remaining pupils. At least two adults must stay with them.

- One or more adults should immediately start to search for the child.
- If the child is not found within 5 minutes, the Group Leader must then contact the police by telephone 999.
- The Group Leader should alert the school office, or in the case of out-of-hours, the nominated school contact for the trip, that the police have been contacted. The school will plan to notify the parents accordingly. The remaining procedures outlined above in section 23.2 will then be followed.

a. Following the Incident:

- As soon as is practicable, the Serious Incident Reporting Form will be completed by the Headteacher and sent to OFG's Head of Education Compliance. The Group Leader (Off site) or responsible form/class teacher will make a contemporaneous record to provide full details of the incident in the school's incident report book. A note will also be made on the school's attendance registers accordingly.
- The written findings of the investigation must be reported by the Headmaster to OFG within 48 hours of the occurrence of the incident.
- The Local Authority Children's Social Care should also be informed.
- All relevant policies and procedures will immediately be reviewed, and revisions presented formally to the Operations Director for approval within 5 working days. Following receipt of our investigative report, the Operations Director will report the conclusions as to the next steps to further safeguard and promote the welfare of children in the care of the school.
- The parent/carer(s) will be always involved. Where the parents/carer(s) remain concerned despite reassurances informally by the school, they may choose to use the school's complaints procedure accordingly.
- Near misses will also be recorded and reported to the Operations Director and details fully provided in writing to the school's governance panel or meeting. This Report must outline the steps being taken to avoid any repeat incident, communication with parents and actions to be taken following the risk assessment process to mitigate future risk.

27 Compliments and Complaint Procedures

- 27.1 At Hydesville we are committed to providing a quality service in the pursuit of teaching excellence. To do so it is imperative that we listen to those who know our pupils best, which is why parental opinion is sought in several ways.
- 27.2 It is hoped that most complaints will be resolved quickly and informally. Parents and carers are asked, therefore, to first talk to the child's teacher or key person in an attempt to address the complaint. In most cases, the matter will be resolved at this level to the parents'/carers' satisfaction. Should this step fail to resolve the issue, however, parents/carers are then welcome to raise the matter with Mrs K. Downen (Early Years Co-ordinator), Mrs. S. Smith (Head of Nursery/Preschool) or Mrs. M. Chand (Head of Prep School).
- 27.3 Any complaints made directly to the Headteacher will usually be referred to the relevant member of staff unless the Headteacher considers it more appropriate to deal with the matter personally. Should this be the case, the aim will still be to resolve the matter informally. The involvement of the Headteacher at this stage, however, will be in exceptional circumstances only.
- 27.4 Should concerns not be dealt with to your satisfaction then you may raise your complaint with the Headteacher or the School Support Centre - please read the Complaints Procedure' in the Whole School Policy, which details the next steps. Complaint forms are

also available from the Whole School Policy. The Independent Schools Inspectorate can also be contacted for further advice: e-mail: info@isi.net or telephone: 02076000100.

- 27.5 Hydesville Tower School operates in compliance with the requirements of the latest Statutory Framework for the Early Years Foundation Stage. OFG must, therefore, investigate written complaints relating to their fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint. Any record of complaints will be made available to Ofsted or the Independent Schools Inspectorate on request.
Ofsted can be contacted on 0300 123 1231 or enquiries@ofsted.gov.uk