

Early Years Foundation Stage Policy

Including:

- EYFS Behaviour Policy (Appendix 1)
- EYFS Biting Policy (Appendix 2)
- EYFS Intimate Care Policy (Appendix 3)
- EYFS Keyworker Policy (Appendix 4)
- EYFS Staff Supervision Policy (Appendix 5)

Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development. We believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential. The safety and welfare of children is paramount. We follow the school's Safeguarding and Child Protection Policy and all EYFS safeguarding and welfare requirements.

Our EYFS provision is built upon the four guiding principles. These are:

- Every child is a **unique child** who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- The importance of learning and development – children develop and learn at different rates. We recognise that every child is unique and aim to provide a broad, balanced and engaging curriculum that enables all children to make progress from their individual starting points.

These principles underpin all aspects of teaching and learning in the Early Years Foundation Stage.

1. A Unique Child

Child Development

At The Mount we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We acknowledge 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/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Keeping Safe

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. In both our indoor and outdoor environments, children should be allowed to take risks, but need to be taught how to recognise and avoid hazards both within the school and in the wider environment. We encourage a healthy lifestyle including taking part in regular exercise and eating healthy food. We aim to protect the physical and mental well-being of all children.

Inclusion

In our school we believe that all our children matter. We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at The Mount are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In the EYFS we set realistic and challenging expectations that meet the needs of our pupils. We achieve this by planning to meet the needs of pupils with special educational needs, those who are more able, those with disabilities, those from all social and cultural backgrounds, of different ethnic groups and those from diverse linguistic backgrounds.

We welcome children for whom English is a second or third language. We provide opportunities for children to develop and use their home language in play and learning, to support language development at home, and to ensure that they also have sufficient opportunities to learn and reach a good standard in English language.

We meet the needs of all our pupils through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Providing language-rich play opportunities
- Visual timetable outlining the daily routine
- Using a wide range of teaching strategies based on 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 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.

2. Positive Relationships

At The Mount we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with all children and their families.

Key Person

Each child within the Early Years Foundation Stage is assigned a Key Person. The key person helps to ensure that every child's learning and care is tailored to meet their individual needs. They are also responsible for engaging and supporting parents and/or carers in guiding their child's development at home and, if appropriate, helping families engage with more specialist support. In the Reception Class the Class Teacher will be the Key Person for all children in the class, supported by the Teaching Assistants.

Parents as Partners

We believe that parents and carers are our partners in children's learning. We try to develop a close working relationship between home and school involving parents in their child's development. Some of the ways we encourage this are:

- Talking to parents/carers about their child before their child starts in our school/setting.

- Providing an Early Years Parents' Handbook which outlines staff, routines of the day and a curriculum overview.
- Adopting an 'Open Door Policy' so that parents and teachers have the chance to chat informally at the beginning or end of the school day.
- Inviting parents/carers to school events during the year including; Come and Play, Sports Day and Christmas Plays.
- Sharing termly topics and curriculum overviews.
- Inviting parents/carers to EYFS information sessions
- Whole school newsletters.
- Termly Parent/Teacher consultation meetings in Reception.
- A written report at the end of the Reception year
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- Allowing parents/carers access to the children's online 'Learning Journey' via Class Dojo (Reception) and Family app (Pre-School)
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3. Enabling Environments

We recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

The Learning Environment

All classrooms are organised to allow children to explore and learn securely and safely. Classrooms are set up in areas of learning and children are encouraged to care for their own environment and use resources carefully and creatively. All Early Years classes have access to an outdoor area and staff plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning. In addition all children in the EYFS take part in weekly 'Forest Schools' activities in the Woodland Area.

Observation, Assessment and Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs.

The EYFS framework provides a long-term plan to follow by ensuring that all areas of learning and development are covered throughout the academic year, and through our EYFS themes and topics. Medium term planning in Reception takes into account the individual children's learning and developmental needs within the English, Maths and Explore, Discover, Create Curriculum. All areas of learning and development are planned for and available to access within the setting. Short-term planning is completed on a weekly basis and is flexible enough to respond to the needs, achievements and interests of the children. The learning opportunities provided include a range of adult-focused and child-initiated activities, both indoors and outdoors.

Assessment in the EYFS takes the form of sensitive observational assessment, and this involves the teacher and other adults as appropriate. Staff use observations to support their developing knowledge of individual children. This informs staff about children's abilities, needs, interests, play schemas and preferred ways of engaging with learning.

. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress. These observations

are recorded in children's individual 'Learning Journey' online using 'Class Dojo or Famly App'. Baseline assessment will be carried out when a child starts in Pre-School. Teacher assessment and CEM BASE online is used as a baseline on entering Reception.

In accordance with statutory requirements, a Progress Check at Age Two is completed for each child shortly after their second birthday, providing a summary of their development and identifying any areas where additional support may be needed. During the final term in Reception, the EYFS Profile is completed for each child. The profile provides parents and carers, staff and Year 1 teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment in relation to the Early Learning Goals, and their readiness for Year 1. Within the final term of the EYFS, we provide a written report to parents/carers, reporting their attainment against the Early Learning Goals and providing a short commentary on each child's skills and abilities in relation to the three key Characteristics of Effective Learning. We give a reasonable opportunity for the parents to discuss these judgements with the EYFS teacher. Teacher assessment is moderated internally.

4. Learning and Development

At The Mount we recognise that children learn and develop in different ways and at different rates. Our curriculum provides a balance of adult-led and child-initiated learning opportunities across the seven areas of learning. Through high-quality interactions, play-based experiences and carefully planned teaching, we support all children to make progress from their individual starting points and develop the knowledge, skills and dispositions needed for future learning.

The seven areas of learning and development are equally important and interdependent and this is reflected in our planning for both adult-led and child-initiated learning. The three prime areas are crucial to develop lifelong learning and to help children form relationships.

- Personal, social and emotional development
- Communication and language
- Physical development

The prime areas are strengthened and applied through four specific areas.

- Literacy
- Mathematics
- Understanding of the world
- Expressive art and design

Teaching and Learning Style

We believe that effective teaching and learning in EYFS is evident through;

- The partnership between staff and parents/carers, so that our children feel secure at school and develop a sense of well-being and achievement.
- The understanding that staff have of how children develop and learn, and how this affects their teaching.
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
- The carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS.
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.

- Identification of the progress and future learning needs of children through observations.

In the Reception year staff provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Specialist teaching in French, Music and P.E is timetabled weekly in Reception . In all planning and guiding children's activities, staff reflect on the different ways that children learn and incorporate these into their practice. The three characteristics of effective teaching and learning are;

Playing and Exploring

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They 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. Children investigate and experience things, and 'have a go'.

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning. Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating and Thinking Critically

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning. They are encouraged to make links between ideas and develop strategies for doing this.

Welfare

At The Mount we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

We understand that we are required to:

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- Promote the welfare of children.
- Safeguard children and protect them from harm.
- Promote good health, including oral health, prevent the spread of infection and take appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate to children's age, stage of development and individual needs.
- Follow robust safeguarding procedures, including child protection, attendance monitoring, whistleblowing and the reporting of concerns.
- Ensure all adults who work with children are suitable, appropriately qualified and recruited through safer recruitment procedures.
- Ensure that the premises, furniture and equipment are safe, secure and suitable for their purpose.

- Ensure that staffing arrangements meet the required staff-to-child ratios and support children's safety and learning.
- Ensure that every child receives enjoyable, challenging and inclusive learning and development experiences tailored to their individual needs.
- Work in partnership with parents, carers and other professionals to support children's learning, development, health and wellbeing.
- Maintain the records, policies and procedures required for the safe and efficient management of the setting and to meet the needs of all children.

We endeavour to meet all these requirements.

Illness and Medicines

The school follows the health requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS) and has procedures for responding to illness, preventing the spread of infection, and supporting children's medical needs. Full details regarding the administration, storage and recording of medicines can be found in the school's Administering Medicines Policy.

Safer Sleep

The school recognises the importance of sleep and rest for young children's health, wellbeing and development. Children who require sleep or rest during the school day will be provided with a safe, comfortable and appropriately supervised environment. Staff will work in partnership with parents to understand each child's individual sleep needs and routines and will have regard to current safer sleep guidance when planning and supervising sleep and rest arrangements. Regular checks will be undertaken and children's safety and welfare will remain paramount at all times.

Attendance

The school recognises that regular attendance is important for children's wellbeing, learning, development and school readiness. In line with the Statutory Framework for the Early Years Foundation Stage (EYFS), we maintain accurate attendance records, share our attendance expectations with parents and carers, and monitor patterns of attendance. Any unexplained or prolonged absence will be followed up promptly, as absence may be an indicator of a safeguarding concern. Where appropriate, the school will work in partnership with families and external agencies to support good attendance and ensure the safety and welfare of all children.

Collection of Children

The school will ensure that appropriate arrangements are in place for the safe collection of children at the end of each session or school day. Parents and carers are responsible for informing the school of any changes to the individuals authorised to collect their child and for ensuring that current contact and emergency contact details are maintained. Where collection arrangements are amended, the school will take reasonable steps to verify the identity and authority of the adult collecting the child before the child is released into their care. Procedures for situations in which a child is not collected are set out in the school's Uncollected Child Policy.

Use of Digital Technology and Screen Time

In accordance with the Statutory Framework for the Early Years Foundation Stage (EYFS), the school has regard to children's screen use and ensures that any use of digital technology is purposeful, developmentally appropriate and supports learning and development. Screen-based activities are carefully planned and balanced with opportunities for active play, outdoor learning, social interaction,

communication and hands-on experiences. Staff will make professional judgements about the use of screens, taking account of children's developmental needs, and will work in partnership with parents to promote healthy and balanced approaches to technology use. The school prohibits the use of personal mobile phones, cameras and other devices capable of taking photographs or recording images within the EYFS environment. Any photographs or recordings required for educational purposes, assessment or school communications will be taken only on authorised school equipment and in accordance with the school's safeguarding, online safety and data protection procedures

Training, support and skills

Continuing Professional Development (CPD) is key to maintaining and improving the quality of provision. All EYFS staff have access to both whole-school and EYFS-specific training opportunities. In addition to the school appraisal process, all EYFS staff receive regular supervision sessions, which provide opportunities to:

- discuss any issues, particularly those relating to children's development, wellbeing and safeguarding
- identify solutions to address issues as they arise
- receive support, coaching and training to improve their personal effectiveness and professional practice

Early Years Staffing and Structure

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, children may join our Pre-School from the age of two. Pupils in our Pre-School will be offered a range of session options, including an extended-day provision.

All pupils in their Reception year will attend full time.

We ensure that there are always sufficient suitably qualified staff to meet the needs of the children and that staffing arrangements comply with the requirements of the EYFS Statutory Framework. Within the EYFS, at least one member of staff holding a current Paediatric First Aid certificate is on the premises and available at all times when children are present. A Paediatric First Aider also accompanies children on all educational visits and outings and will supervise children when they are eating.

This policy applies also to our Before and After School Care Provision.

Related Policies

Safeguarding and Children Protection Policy

EYFS Behaviour Policy

Pupils Supervision Policy

Appendix I:

EYFS Behaviour Management Policy

This Policy applies to pupils in the Early Years Foundation Stage

We support children to develop self-regulation, positive relationships and respect for others through nurturing, consistent and developmentally appropriate approaches to behaviour management.

The Early Years Foundation Stage Strategies

- Praise positive behaviour.
- Encourage a sense of responsibility through encouraging children to look after themselves, each other, and the environment.
- Support the child to make amends according to the circumstances and their stage of development, e.g. help rebuild a model.
- Have clear, consistent boundaries and explain these to the child in a way that they understand.
- Be a good role model by showing respect to others, the children, parents and carers and staff.
- Acknowledge the child's feelings and talk to them about how they are feeling.
- Approach, quieten and calm a difficult situation, always getting down to the child level.
- Maintain eye contact with the child to emphasise you are serious.
- Gather information from the children involved in an incident.
- Restate the problem for the child.
- Ask the children for ideas for the solution.
- Explain clearly and in a language appropriate to the child's level of understanding what it is that is unacceptable.
- Wherever possible use positive language, e.g. "please can you walk" rather than "don't run".
- Explain clear and appropriate consequences and, where necessary, support the child by moving them away from a situation to ensure the safety and wellbeing of all children.
- Give follow-up support to the child.
- Use visual supports, sand timers and calm spaces when appropriate to help children regulate their emotions and behaviour.
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Safety

It is the responsibility of all adults in the EYFS to support children in taking appropriate risks through play and exploration while ensuring their safety and wellbeing. Staff balance opportunities for challenge and independence with the need to protect children from harm.

Physical Intervention

Physical intervention is allowable to avert immediate danger of personal injury to the child in concern or others. If physical intervention has been used, the member of staff must record the incident, including the date, time, circumstances and any actions taken, in accordance with the school's recording procedures. The Designated Safeguarding Lead must be informed, and parents/carers must be notified on the same day or as soon as reasonably practicable.

For further information please read 'Physical Intervention/Restraint' policy.

What is Unacceptable Behaviour?

- Hurting someone physically, e.g. biting, kicking, throwing things at people, spitting.
- Hurting someone verbally, e.g. discriminatory language or behaviour, including racist remarks
- Behaviour that causes emotional distress to others, such as threats, intimidation or deliberate exclusion.
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- Showing disrespect for the property of others, e.g. damaging equipment or the work of others.
- Persistently disregarding the needs or feelings of others, such as refusing to share or take turns

The judgement about a child's behaviour must be made according to the child's age and stage of development. A two-year-old in the Pre-School may have a very different response to a five-year-old in a Reception Class. There are always other factors to consider, such as how tired the child is and if there are any relevant events happening at home. Parents and carers are encouraged to share any relevant information with the EYFS staff, e.g., a family member being in hospital. If the child's unwanted behaviour is uncharacteristic, your reaction may be different to when a consistent pattern of behaviour has been recognised and a strategy agreed.

Corporal punishment is not used or threatened at The Mount School.

If a Behaviour Problem Persists:

- Discuss the behaviour at the end of the day with the staff team.
- Discuss the behaviour with the Head of Early Years or Head of Prep School.
- Talk to the parents/carers to discover if this behaviour is repeated at home.
- Agree a strategy to be used in the EYFS and at home and share this with all staff.
- Review after an agreed time and agree further strategies if necessary.
- If appropriate, work with parents/carers and the SENDCo to identify whether additional support is required and implement a graduated approach in line with the SEND Code of Practice.
- Monitor all behaviour and record relevant observations.
- If the behaviour still persists consult relevant outside agencies, in consultation with the parents/carers and SENCO.

Please refer to the School's Behaviour Policy for information regarding suspension procedures.

Related Policies:

- Behaviour Policy

This policy complies with the relevant requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS).

Appendix 2:

Biting Policy

In our Early Years setting we aim to ensure children are part of a calm environment where they feel safe, nurtured, happy and confident. We encourage and promote co-operation and respect for others.

Some young children may bite as part of their early development while communication, self-regulation and social skills are still developing. However, because of the danger this behaviour represents to other children, repeated biting cannot be tolerated and requires positive intervention on the part of both the staff and the parents.

The staff will maintain a close and constant supervision of the children at all times but due to the speed and randomness with which biting incidents often occur, it is not always possible to prevent these from happening. Our biting policy addresses the actions the staff will take if a biting incident occurs.

When a biting incident happens it is very scary, frustrating and stressful for children, parents and staff. It is also not something to blame on children, parents or staff and there are no quick and easy solutions to it. Children bite for a variety of reasons: simple sensory exploration, panic, crowding, seeking to be noticed or intense desire for a toy. Repeated biting becomes a pattern of learned behaviour that is often hard to stop because it does achieve results: the desired toy, excitement, attention.

Our policy for handling a biting incident is as follows:

- We look intensively at the context of each biting incident for pattern in an effort to prevent further biting behaviour.
- We work with each biting child on resolving conflict or frustration in an appropriate manner.
- We try to adapt the environment and work with parents to reduce any child stress.
- We make special efforts to protect potential victims.
- We aim to understand the reasons for the behaviour and support the child in developing more appropriate ways of communicating their needs and feelings.
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Dealing with the Child who has been bitten

- The child who has been bitten is consoled and the bitten area washed with soap and water. If necessary, ice is applied to reduce any swelling or bruising and a cold compress is immediately applied to the wound. Staff will ascertain if further medical treatment is necessary.
- The member of staff who witnessed the incident will complete a written incident report .
- When the child is collected, a member of staff will inform the parent/carer of the incident and explain how this was dealt with by staff. The name of the child who bit will not be disclosed to the parent/carer of the child who has been bitten.
- Staff will inform the parent/carer of the procedures that will be taken to minimise the risk of this happening again.

Dealing with the Child who has bitten

- The child will be immediately supported by an adult and moved away from the situation if necessary. Staff will calmly explain that biting hurts others and help the child to regulate their emotions before supporting them to re-join play.
- The child will be supported to understand the impact of their actions and, where developmentally appropriate, encouraged to show care and concern for the child who has been hurt.
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- The key Person will immediately take responsibility for close observation of the child and share relevant and up to date information with other staff.
- When the child is collected, a member of staff will inform the parent/carer of the incident and explain how we deal with this type of behaviour. This should be an open discussion between home and school. The parent/carer should be made aware of the differing reasons for biting at this stage of development and reassured that the staff will monitor the situation to minimise risks of it happening again. The parent/carer will be asked to inform staff if they witness similar behaviour at home.

Recurring Biting

- Where biting behaviour is persistent, staff will consider whether additional assessment, SEND support or advice from external professionals may be appropriate.
- Should the child continue with this behaviour, the Head of Early Years or Head of Prep School and Key Person will need to be involved in discussions with the parent/carer.
- The child should be shadowed on a daily basis by either the key person or another member of staff.
- During this time, daily records and observations must be kept so that the possible reasons for biting can be identified.
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- Shadowing should continue until the child has not bitten or attempted to bite for several weeks and all adults concerned are satisfied that the child has overcome this phase and no longer poses a threat to other children.

If a child has bitten another child on more than 2 or 3 occasions, the parent/carer of the child who is biting will be invited to meet with the Head of Prep School and/or Head of Early Years. . The Head of Prep School and/or Head of Early Years needs to:

- Reassure the parent/carer that this is a phase children can go through and with the right intervention can be minimised until the child has grown out of this phase.
- Ask if there have been any changes at home that have not been brought to our attention.

- Ask the parent/carer if they are experiencing the same behaviour at home and if so, have they noticed any patterns.
- Agree the most appropriate action going forward and time scales for a review.
- Make notes of the meeting and the agreed time scales.

In Extreme Cases

Where biting persists despite a range of supportive interventions, the setting will work in partnership with parents/carers and, where appropriate, seek advice from external agencies to develop an individual support plan to ensure the safety and wellbeing of all children.

Related Policies – EYFS Behaviour Policy

Appendix 3:

Intimate Care Policy for Early Years

Statement of Intent

We are committed to ensuring that all children are fully included in the Early Years. We recognise that children enter our setting at different ages and stages of development and that some children may still wear nappies or training pants. We work in partnership with parents/carers to support children in becoming toilet trained, unless there is a medical, developmental or other individual need which makes this inappropriate. We also recognise that children who are normally dry during the day may occasionally have toileting accidents and may require support to change into clean clothing. Staff will promote the child's dignity, privacy and independence at all times during intimate care procedures.

Procedures

In the event of it being necessary to change a child, the following procedures will be followed.

In order to care for the children's physical needs we ask that parents/carers do the following:

For children in nappies or training pants;

- Make sure that wherever possible children arrive at Preschool wearing a clean nappy or training pants.
- Discuss any issues arising from the policy with the child's teacher.

For children who are dry during the day;

- To provide a spare pair of pants and clothes in a named bag.

The school will ensure that:

- We provide potties and toilet training equipment, such as trainer seats, to support individual children's needs as well as nappies, creams and wipes should they be required.
 - Only staff who have completed the school's safer recruitment procedures, including an enhanced DBS check, will support children with intimate care.
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- Children's nappies or training pants will be changed in a private, designated area such as a toilet cubicle or changing area.
- - The member of staff changing a child will inform another member of staff before supporting the child with intimate care. Designated changing areas, mats and equipment will be cleaned before and after use with an appropriate disinfectant cleaner.
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- A child will never be left unattended whilst being changed.
- - Disposable gloves and plastic aprons will be available and used when appropriate.
 - Suitable handwashing facilities, soap and paper towels will be used by both staff and children.
 - Soiled nappies, training pants and other contaminated waste will be disposed of safely in accordance with the school's hygiene procedures.
- The child's privacy will be respected at all times during changing.
- If a child has a toileting accident, staff will assist the child in changing in the toilet area. The child will be encouraged where possible to be independent with their clothing.
- A member of staff will record each occasion when they have changed a child using the school's agreed recording system Family App. Parents will have access to this information.

This policy applies also to our Breakfast Club.

Appendix 4:

Early Years Foundation Stage Key Person Policy

A Key Person is a member of staff in the Early Years Foundation Stage who has special responsibility for the education and welfare of a particular group of children during their time with us. Every child attending our Early Years Setting must be assigned a Key Person. Each child will also have access to a secondary Key Person who can provide continuity of care during staff absence or periods of leave.

Key Person Responsibilities

Relationships with Key Children

- The Key Person provides a secure attachment for their key children.
- They help their key children settle in and become familiar with the setting.
- The Key Person meets the needs of their key children responding sensitively to their feelings, ideas and behaviour.
- The Key Person provides a secure base for the children by being there to support them and allowing them to explore at their own pace.
- They are primarily responsible for their key children's care routines.

Relationships with Parents/Carers

- The Key Person supports parents in understanding their child's learning and development and encourages their involvement in their child's education.
- The Key Person should develop a good relationship with parents/carers, ensuring that the child is cared for appropriately in school and accommodating their individual needs within the daily routine.
- The Key Person needs to develop a two-way flow of information between themselves and the parent/carer to help them become aware of any significant aspects of family life that may be important to the child.
- The Key Person has responsibility for sharing their key children's development profiles with parents and other professionals as required; in cases of children with additional needs or identified children in need, they will be called upon to attend reviews and core group meetings with the support of a Senior Manager.

Records

- The Key Person is responsible for observational records of their key children, using these observations to inform assessment, next steps and individualised planning for each child
- Where a child is supported by another member of staff who is not their Key Person, for example, SEND support, record keeping then becomes a joint responsibility.

Welfare and Safeguarding

- The Key Person is responsible for promoting the welfare and safeguarding of the children in their care.
- They monitor patterns of attendance, absence, wellbeing, injuries and development, reporting any concerns in accordance with the school's safeguarding procedures.
- The Key Person contributes to the early identification of children who may require additional support and work in partnership with families and relevant professionals where appropriate.
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Progress Check at Two

- The Key Person will contribute to or complete the statutory Progress Check at Age Two and share outcomes with parents/carers.

Transition

- It is the responsibility of the Key Person to pass on records during transition and to ensure that these records are up to date.
- In the case of a staff member's absence, it is the responsibility of a secondary Key Person to cover the role of the primary Key Person.

Appendix 5:

Staff Supervision Policy (EYFS)

What is 'Supervision'?

Supervision is an effective tool for supporting staff members, developing personal and professional skills and creating a culture of mutual support and teamwork.

Supervision is primarily a tool to support the management of practice and therefore a key part of staff support systems. Where successful, it should provide practitioners with a route through which they can raise any professional queries, to discuss career progression, clarify roles, responsibilities and work tasks, to support performance management and to build their confidence in supporting children's development. It is also an opportunity for staff to raise any concerns that they might have about children in their care and to receive support to help them deal with difficult or challenging situations at work. Supervision meetings should also be a process that enables both parties involved to develop a positive and mutually supportive discussion and on-going development plan. Not all supervision needs to be planned. Spontaneous supervision must occur in the event of concerns or safeguarding issues arising. At The Mount School York we have an 'open door' culture and staff are actively encouraged to speak to their line manager at any time. Supervision meetings do not replace the need for Staff Professional Development Review but will feed into this system.

Supervision will always keep a focus on the best interests of the children in the setting and promote their safety and wellbeing.

Statutory Requirements

The Early Years Foundation Stage Statutory Framework for Group and School-Based Providers (effective from September 2025) states:

"Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues. Supervision should provide opportunities for staff to:

- *discuss any issues – particularly concerning children's development or wellbeing, including child protection concerns*
- *identify solutions to address issues as they arise*
- *receive coaching to improve their personal effectiveness"*

Purpose of Supervision Meetings

Management

- To find out about staff as individuals and enable them to see where the setting they work for is going and how they can contribute to it.
- To provide an opportunity to respectfully challenge practice.
- To manage performance and capabilities.
- To reiterate organisational expectation.
- To make sure children and their families receive the highest quality care and service.
- To improve communication and share responsibility.
- To maximise the safeguarding of children.
- To ensure staff continue to meet the suitability requirements for working with children.
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Learning and Development

- To provide an opportunity to look at staff roles and responsibilities.
- To reflect on, analyse and evaluate own practice.
- To support the setting of personal goals and a chance to review, change or adapt recent or past actions.
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- To promote confidence and safe working practices.
- To provide an opportunity to agree actions for both parties.
- To allow disagreements to be recorded and solutions explored at the earliest opportunity.

Supportive

- To provide a time to listen to each other.
- To value, motivate and empower staff in their work and on-going commitment.
- To enable staff to be involved in decision making and problem solving.
- To support staff to manage work effectively.
- To discuss any issues including issues related to health and safety, safeguarding and workload.

Safeguarding Culture and Staff Wellbeing

- To support staff wellbeing and resilience when undertaking their roles and responsibilities.
- To ensure practitioners understand and fulfil their safeguarding responsibilities and feel confident to raise concerns.

What Will be Discussed in Supervision Meetings?

Supervision should provide opportunities for staff to:

- Review actions from last supervision meeting.
- Any safeguarding concerns, low-level concerns or welfare concerns relating to children or adults.
- • Children's attendance patterns and any unexplained absences.
- • Support required for children with additional needs or vulnerabilities.
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- Discuss any issues concerning children's wellbeing, learning and development, including children with SEND, EAL, higher levels of attainment and any vulnerable groups
- Identify solutions to address issues.
- Receive coaching to improve professional effectiveness and discuss how successes can be shared with other members of staff to enrich the experience of all children.
- Discuss any changes in personal circumstances that may affect an individual's suitability to work with children.
- Identify training, qualification and continuing professional development needs.
- Review progress towards agreed professional development targets and career aspirations.
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Key Responsibilities for Individuals Carrying Out Supervision

To be an effective supervisor, a line manager needs to consider how they will:

- Organise sessions in advance and only change the arrangements in exceptional circumstances.
- Ensure meetings are well-structured, allowing both the supervisor and the supervisee to contribute to the meeting.

- Select an appropriate place for the meeting that is free from interruptions.
- Cover all the areas included within the school's Supervision Policy.
- Maintain confidentiality unless information needs to be shared in accordance with safeguarding, welfare or statutory requirements.
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- Record the meeting accurately and provide a copy for the supervisee.

Key Messages for Supervisees

- For everyone to gain the maximum benefit from supervision, it is essential that supervisees:
- Prepare for each meeting by reviewing notes and thinking about the issues to discuss.
- Are ready to share their thoughts and ideas in the meeting.
- Talk openly about what has gone well and what has been challenging.
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- Maintain confidentiality unless information needs to be shared in accordance with safeguarding, welfare or statutory requirements.
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- Are prepared to plan and undertake training and other development activities as agreed with their supervisor.
- Read and agree the notes from the meeting and carry out any required actions.

Frequency of Supervision Meetings

Formal supervision meetings will take place at least termly, with additional meetings arranged as needed.

Completing the Written Record of the Supervision Meeting

Every supervision meeting will result in an agreed written record of what has been discussed and what actions should be taken next with clear timescales and identified responsibilities. This will support CPD and feed into the Professional Development Review system. The supervisor and supervisee will need to agree on the content as an accurate record of the meeting, with both individual signing and retaining a copy of the notes for future reference.

Any issues or action points will be discussed at the next meeting. If the issues are concerning safeguarding or welfare, then the procedures stated in the Safeguarding and Child Protection Policy must be followed immediately.

Supervision Meeting Record The Mount School York Early Years Setting

Date			
Supervisee			
Supervisor			
Review of previous supervision session			
Review of last supervision and progress on actions			
Notes of discussion (to include Management, Learning and Development and Support needs)			
Names of individual children discussed <i>The details of a discussion of an individual child should be recorded in the child's individual record.</i>			
Actions agreed			
Performance Management	Agreed actions	By whom	By when
Learning and Development	Agreed actions	By whom	By when
Support	Agreed actions	By whom	By when
Date of next meeting			
Supervisee's signature			
Supervisor's signature			