

# Park End Primary School



Approved By:

Date:

## Safeguarding

### Early Years Foundation Stage Policy

June 2016

Review Date	Type of Review	Comments	Initials
March 2017	Statutory Review	Update in line with Statutory Framework EYFS	LR

## **Park End Early Years Foundation Stage Policy**

**This policy has been updated in line with the Statutory framework for the Early Years Foundation Stage, effective 3 April 2017.**

### **Introduction.**

1. The experience of school is a unique and special time in every child's life and needs to be valued as such.
2. The Early Years Foundation Stage includes children from the age of two in 'Acorn Nursery' to the end of the school year in which they turn five years old. The children in Acorns, Saplings and Reception are part of the EYFS (Early Years Foundation Stage), which is separate from the National Curriculum.
3. Our Foundation Stage Unit is set up to promote and encourage learning through play. Play is an integral part of the curriculum and is a means by which the children can:
  - Relate to the world and practise skills for adult life.
  - Learn how to deal with a variety of emotions within a safe environment.
  - Acquire skills of problem solving and organisation.
  - Develop language and imagination.
  - Acquire social skills and ability to deal with success and failure.
  - Exercise choice and learn decision making.
  - Build confidence through the development of self esteem and self worth.
4. In our Foundation Unit the children experience a wide variety of opportunities and learning situations through a range of exciting and stimulating activities.

### **Aims of the Foundation Stage at Park End Primary**

- Within our Foundation Stage Unit we aim to:
  - Provide a welcoming setting for the children and their families.
  - Establish positive relationships with parents and children.
  - Build on the child's existing learning and celebrate achievement within a stimulating and challenging environment.
  - Help children to make links in their learning.
  - Value children's interests, providing a balance of adult directed, adult led and child initiated activities.
  - Provide a solid foundation in all areas of learning through well planned, rich and stimulating experiences.
  - Make careful observations in order to support and extend children's learning appropriately.
  - Help children build relationships with their peers and adults and learn to cooperate with each other.
  - Encourage the development of self-respect, respect for others and the world around them.
  - Ensure that all children feel included, secure and valued.
  - Understand the need for agreed codes of conduct in order for groups of people to work harmoniously.

- Develop independence and a life long love of learning

### **Team**

6. The staff within the Foundation Unit work as a close team with both parents and children. The team consists of teachers and teaching assistants who meet weekly for the purpose of joint planning. These weekly meetings also provide the opportunity to discuss individual children's progress and share any relevant information about children.

### **Environment**

7. The layout of the Foundation Unit has been recently developed to ensure that there are numerous opportunities for child initiated learning. Resources are organised to ensure that they are readily accessible and they are of consistently high quality.
8. Children will access all areas of the Foundation Stage Unit, including literacy and numeracy areas, investigation areas, construction areas, role play areas and small world areas. There are also two Outdoor areas that are accessed throughout the sessions, the outdoor reflects all areas of learning.

### **Learning and Teaching Strategies**

9. In planning and guiding children's activities we reflect on the different ways that children learn; playing and exploring, active learning and creating and thinking.
10. Throughout each week the children will access:
  - Whole class activities
  - Small group focus activities
  - Child initiated activities
11. Children are actively encouraged to develop positive attitudes towards their learning and to understand that they have responsibility for it. By providing a wide range of activities and resources we ensure that the variety of learning styles are catered for (visual, auditory, kinaesthetic and tactile).

### **Behaviour**

12. Throughout the school we have high expectations of children's behaviour and this begins from the moment they start in our Foundation Stage Unit. We promote positive behaviour management through verbal praise as well as individual, class and school rewards.
13. We ensure a consistent approach and share this with parents through our behaviour policy. (The school behaviour policy is available on the school website.)
14. We have an agreed set of school rules (the 'Golden Rules') and time is spent discussing these rules with the children. We encourage the children to understand how agreed codes of behaviour help them to work with their peers and adults as part of a group or class.

## Health and Safety

15. All staff take responsibility for ensuring their own health and safety and that of their colleagues and pupils. Within the framework of learning through play, consideration of safety issues is given at the planning stage and monitored during activities. Risk assessments are in place for equipment and activities and all attempts are made by staff to reduce risk.
16. When children begin in our Foundation Stage Unit they are taught how to use equipment safely, including playground equipment. We encourage the children to challenge themselves whilst being aware of their safety and that of others.
17. If a child complains of being ill then a member of staff with paediatric first aid training will be consulted and, if indicated, the parents will be contacted to collect the child.
18. Every effort is made within the EYFS to prevent the spread of infection through maintaining high standards of personal hygiene and practice, particularly handwashing, as well as maintaining a clean environment. If a member of staff believes a child to have an infectious disease then the parents will be contacted and advised to consult a Doctor. (ref Guidance on Infection Control in Schools and other Childcare settings 2014 Public Health England)
19. If a child requires medicine in school then school procedures will be followed, see medical and medicines policy

## Photographs

20. Photographs of children are taken by staff using iPads and cameras only, **never** on mobile phones. Photographs are used within school to form part of each child's progress and learning journey. I pads may be taken on school trips to record the child's experiences outside of school. Parents are only allowed to take photographs at performances and events and we ask that any photographs taken by parents are used for personal use only and not shared on social networking sites. All volunteers are asked to switch off their mobile phones when they enter the school building and not to take any photographs of the children.

## Safeguarding

21. The school and the Foundation Unit is committed to safeguarding and promoting the welfare of our children and young people and expect all staff, volunteers and other third parties to share this commitment. The safety of our pupils is our number one priority. Please also see our school Safeguarding Statement.
22. Staff are permitted to bring personal mobile phones into the EYFS but they are only to be used before and after school and at break times and **never** around children. Staff will keep mobile phones in a locked cupboard/ drawer. Staff must also ensure that there is nothing inappropriate or illegal on their device. Staff should password protect their phones.
23. All visitors to the EYFS will enter through the school main entrance and be subject to the checks of all visitors to school.

24. **Staff will not allow a child to leave school with anyone other than those responsible adults (over 16) that have been specified by parents.** Parents are asked to inform the school if a person will be collecting their child who has not attended before and/or is not on the list of people with permission to collect the children. An unfamiliar adult attending will be asked his/her name and the list of specified people checked, there is also a password system in place to further safeguard the children.
25. If a child is not collected from the school, a member of staff will attempt to contact the parent by telephone using their number and any emergency contact numbers for 30 minutes. After that time, the parent support advisor will make a home visit to try to obtain the whereabouts of the parent. If none of these procedures are successful, social services may be contacted.
26. If a child goes missing from the setting then the headteacher, parents and police will be contacted immediately. Every effort will be made to find the child including a thorough search of the premises. Doors and gates will be checked to see if there has been a breach of security. The Local Authority Designated Officer (LADO) will be contacted and a full investigation will be carried out, involving the police and/or social services where necessary.
27. Emergency evacuation procedures (fire/ lock down) will be practised in line with school policy and procedures. Additional personnel (SLT) have been allocated to helping our youngest children evacuate and will immediately proceed to Acorns upon hearing an alarm.

## **Admissions**

### **Acorns/Saplings Nursery**

- 28 Parents wishing their child to attend our Acorns or Saplings Nursery should put their child's name on the waiting list. Our admission policy is available on the school website.

### **Reception**

29. The admission authority for the school is Middlesbrough Local Authority.
30. When the LA have confirmed that a place has been offered at our school a child is eligible to start full time in our Reception class in September. (Your child will turn five years old between 1<sup>st</sup> September and 31<sup>st</sup> August.) Further information regarding admissions can be found in the school prospectus.

### **Partnership with parents.**

31. "Parents are the children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning." (EYFS 2013)
- 32 As a school we aim to liaise closely with parents and believe by doing so we can have a positive impact on development and learning. We promote an open door policy whereby parents are welcome to speak to staff before or after

school regarding their child's circumstances, progress, interests, skills and needs.

33. Parent will be formally or informally invited into school for events such as assemblies, plays, parents' evenings, parent workshops and weekly 'stay and play' sessions. We actively encourage parents to engage their children in learning at home, in particular; sharing stories, reading school books, practising words and letters, playing board games, sharing conversations, talking about numbers, counting, etc. (Any parent requiring support or further ideas should see a member of staff.) Each child will receive a 'home learning book' and when a child is in Reception, (or earlier if the child is ready) they will also be given a reading book and a sounds book.

### **The EYFS (Early Years Foundation Stage).**

34. The EYFS has four themes which are;

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

35. We are committed to the themes, principles and practice outlined in the EYFS. Through our commitment to these themes, principles and practice we are able to ensure the learning, development and care of each child.

### **EYFS areas of learning and development**

#### **Three Prime Areas**

36. There are **three prime areas**;

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

#### **Four specific areas;**

37. There are **four specific** areas:-

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

#### **Planning**

38. Planning remains flexible in order to incorporate children's interests and needs.

39. Planning is informed by assessment and serves to detail the teacher directed, teacher led, and child initiated activities which will take place. There is also phonics planning that informs our daily phonics session.

### **Assessment, record keeping and reporting**

40. We view assessment as a continuous and integral part of our practice. It informs practitioners and parents of individual development and progression through the EYFS and allows them to plan for appropriate learning opportunities.
41. Ongoing assessments are made of each individual child, these include;
  - Formal and informal observations
  - Brief notes of significant moments
  - Individual tracking of each child through the ages and stages of the EYFS and Early Learning Goals.
  - Discussions with children, staff, parents and other professionals e.g. speech and language therapist
  - Photographs/video
  - Individual records
  - Annotated pieces of work
  - Detailed individual phonic records
42. Children's attainment and progress is formally reported to parents in a written report at various stages. A progress check will be written when the child is between two and three. A written report will also be provided the term before the child starts full time school and during the Spring term of Reception.

### **The Early Years Foundation Stage Profile**

43. The Foundation Stage Profile (EYFSP) is a statutory requirement which is completed and reported on at the end of Reception. Parents will be informed if their child has reached a 'Good Level of Development', if their child is working towards this, or has exceeded this 'Good Level of Development'.

### **Inclusion**

44. Meeting the individual needs of all children lies at the heart of our foundation stage practice.

### **Equal opportunities**

45. It is the responsibility of all teachers to ensure that all pupils irrespective of gender, ability, ethnicity and social circumstances have access to the whole curriculum and make the greatest possible progress.
46. We ensure this in various ways including:
  - Valuing every child.
  - Treating each child as an individual.
  - Using resources that positively reflect diversity.
  - Using a wide range of teaching strategies, based on children's learning needs and styles.
  - Planning opportunities that build on and extend children's knowledge, experience and interests, and develop their self esteem and confidence.
  - Planning challenging opportunities for more able children.
  - Facilitating equal access to activities by all children.

- Encouraging children to recognise their own unique qualities and the characteristics they share with other children.
- Recognising and praising effort as well as achievement so that all children develop positive attitudes to themselves as learners.
- Monitoring children's progress and taking action to provide support when necessary.

### **Special educational needs**

- 47 As a school we have systems in place to ensure that we meet the needs of children with special educational needs. Close and regular cooperation with parents is a priority for these children. We liaise regularly with outside agencies such as speech and language therapists, inclusion support, play therapist etc. As part of this liaison we ensure that we maintain records suitable for sharing with colleagues in an inter-agency team while acting as a point of contact for a child and their family.
48. As a school we ensure that we adhere to the Special Needs Code of Practice (2016). We register initial concern about a child with their parent and the SENDCo. A child will be added to the Special Needs Register following a period of intervention and with full support of their parent. (Please see SEN/Inclusion policy on the school website)

### **English as an additional language**

49. As a school we value linguistic diversity and support children with English as an additional language as appropriate. We aim to:
- Provide a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
  - Communicate through gesture, sign, facial expression and using visual support such as pictures and puppets.
  - Ensure that children show respect for each others home language.
  - Provide EAL/bi-lingual support when available.
  - Provide a visual environment supported through signs and gestures.

### **Transition.**

50. We endeavour to make all transition as smooth, positive and effective as possible.

### **Starting our Nursery (Acorns/ Saplings)**

51. When children start our nursery:-
- Parents receive a letter offering a place for their child and inviting them to accept that place.
  - A home visit is arranged and a start date is given for that child.
  - The child and parent will meet their 'key person' at the home visit, the adult that will develop a close relationship with child and ensure that every child's care is tailored to meet their individual needs.
  - The parent stays for the first session. The child then begins to attend each session. We maintain a flexible approach where parents are welcome to



stay to help settle their child, the length of the child's session can gradually be increased.

### **Starting full time school**

52. When children start full time school:-

- Parents receive a letter offering a place for their child and inviting them to a New Starters Meeting
- This Meeting is an opportunity for parents to meet Reception staff, the children will already be very comfortable with all of the staff and the routine in the Unit.

### **Transition to Year One**

53. Transition to Year One builds upon and extends the experiences children have had in our Foundation Unit. There continues to be opportunities for child initiated and independent learning. This ensures that children remain motivated, enthused and eager learners.

54. In order to achieve effective transition we establish a shared understanding of the principles of the Foundation Stage and transfer these into Year One practice. We promote continuity in learning by ensuring that Year One teachers are aware of children's achievement and can implement the next steps in their learning. Reception and Y1 teachers meet to discuss children, their records and achievements and their needs. We introduce the children to their new teachers and enable them to spend some time in their new class.

## Safeguarding Statement

1. Safeguarding and promoting the welfare of children is defined as:
  - protecting children from maltreatment
  - preventing impairment of children's health or development
  - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
  - taking action to enable all children to have the best outcomes
2. Everyone who comes into contact with children has a role to play (*Working Together to Safeguard Children (Statutory Guidance DFE 2013)*).
3. Park End Primary School is committed to safeguarding and promoting the welfare of children and young people and expect all staff, volunteers and other third parties to share this commitment. The safety of our pupils is our number one priority.
4. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals at Park End Primary Schools ensures that their approach is child-centred. This means that they will consider, at all times, what is in the best interests of the child.
5. We are committed to providing a secure environment for our pupils, where children feel safe and are kept safe.
6. Any safeguarding concerns must be immediately reported to the Designated Safeguarding Lead (DSL) or Deputy as set out in *Appendix A*.
7. The DSL will refer any safeguarding concerns to the Local Authority Designated Officer(LADO) in line with the schools Child Protection Policy. Staff will support social workers and other agencies as appropriate following a referral.
8. This statement applies to **all** adults who work at Park End Primary School, including, for example, temporary or permanent members of staff and volunteers.
9. Park End Primary School fully recognises the contribution it can make to protect the children and support the pupils in its care. There are three main elements to Park End Primary School's safeguarding policy:
  - **prevention** (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models)
  - **protection** (following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to safeguarding concerns)

- **support** (to pupils and school staff and to children who may have been subject to safeguarding issues)
10. The school will ensure that all staff members are aware of the systems that are in place to support safeguarding and will ensure that these are explained to them as part of induction This includes:
- the child protection policy;
  - the staff behaviour policy (sometimes called a code of conduct); and
  - the role of the designated safeguarding lead.
  - a copy of Part one of *Keeping Children Safe In Education 2016*

#### **11. Our School commitment is :**

- To establish and maintain an ethos where children and young people feel secure and are encouraged to talk and are listened to.
- To include in the curriculum and 'core' activities opportunities for children and young people to acquire skills and attitudes to both resist abuse in their own home and to prepare themselves for the responsibilities including parenthood in their adult lives.
- to minimise the risk of peer on peer abuse through a strong and positive PHSE/SMSC curriculum, which tackles such issues as prejudiced behaviour and gives children an opportunity to talk things through rather than seek opportunities to be harmful to one another. Any harmful behaviour that does occur is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact of the peer on peer abuse on each child's emotional and mental health and wellbeing.
- To ensure that children and parents can manage the risks posed by new technologies.
- To ensure that recruitment procedures deter, reject and identify people who might abuse children.
- To ensure that all school based staff receive an appropriate level of safeguarding training and child protection training which is updated regularly. In addition all staff will receive safeguarding and child protection updates( e mails, staff meetings) as required, but at least annually , to provide them with the relevant skills and knowledge to safeguard children effectively
- To ensure that all staff are aware of the early help process, and understand their role in it. (This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment)
- To ensure that all staff know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising

with relevant professionals such as the designated safeguarding lead and children's social care. Staff should be aware never to promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

- To ensure that all school and college staff members are aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs 35-44 of the *Keeping Children Safe in Education 2016* guidance.
- To ensure that all staff are aware of the procedures in relation to allegations of abuse against teachers, the headteacher, other staff and volunteers.
- To appoint a designated teacher to promote the educational achievement of children who are looked after and ensure that appropriate staff have all of the information they need in relation to a child's looked after status.
- To ensure that all staff follow the procedures for unauthorised absence and for dealing with children that go missing in education, particularly on repeat occasions as this could be a potential indicator of abuse or neglect.
- To keep parents informed of changes to this statement. We will do this by including a section on safeguarding in our school prospectus, publishing the updated policy on the school website and in newsletters.
- To ensure that all staff are aware the schools requirements under the Prevent Duty regarding the need to prevent people from being drawn into terrorism. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.
- This statement should be read in conjunction with the relevant national and school policies as set out in Appendix B.

## Appendix 2

### Designated Safeguarding Leads

School Contact Names	
Designated Safeguarding Lead (DSL)	Lianne Richardson (Senior Leader)
Deputy Designated Safeguarding Lead (Deputy DSL)	Noreen Walker (Parent Support Advisor)
Prevent Lead	Janet Wainwright (School Business Manager)
Designated Practitioner with responsibility for safeguarding in early years	Lianne Richardson
Headteacher	Julia Rodwell
Chair of governors	David Jackson
Named governor with responsibility for safeguarding	David Jackson
Local Authority (LA) Contact	
Our school follows the safeguarding protocols and procedures of our geographical local authority	Middlesbrough LA Middlesbrough Children Safeguarding Board <a href="http://www.middlesbrough.gov.uk">www.middlesbrough.gov.uk</a>
The Local Authority Designated Officer for child protection (LADO)	Lyn Griffiths 01642 726004 (LADO) Jane Kochanowski 354451 (deputy LADO)
Local Authority children's social care referral team – <b>First contact</b>	01642 726004 Middlesbrough Wellbeing, Care and Learning Dept Vancouver House, Gurney Street, TS1 9FU
<b>First contact</b> out of hours	08702 402994
Where there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anyone can make a referral.	
Specific Contacts – neighbourhood specific	
Police Emergency	999
Police Non Emergency	01642 326326
Operation Encompass (police DV)	Carl Everett <a href="http://www.operationencompass.org">www.operationencompass.org</a> 01642 302080 / 07557767950
PREVENT – Channel	Geoff Lillystone 01642 303397
Location of Local Authority safeguarding and child protection documents in school	
School Specific Safeguarding Policy	Shared Drive – policies. Headteachers Office – safeguarding file
Local Authority Documentation including referral forms	Middlesbrough Children Safeguarding Board <a href="http://www.middlesbrough.gov.uk">www.middlesbrough.gov.uk</a>
National Contacts	
NSPCC Help Line	0808 800 5000 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
Child Line	0800 1111 <a href="http://www.childline.org.uk">www.childline.org.uk</a>

## Relevant Policies, Guidelines and Documentation

### National Policies, Guidance and Documentation

#### **Keeping Children Safe in Education:**

##### **Statutory Guidance for schools and colleges (DFE)**

This document sets out the responsibilities placed on schools and colleges to safeguard and promote the welfare of children

#### **What to do if you're worried a child is being abused: advice for practitioners March 2015 (DFE)**

This is guidance to help practitioners identify the signs of child abuse and neglect and understand what action to take

#### **Working together to safeguard children (DFE)**

This document applies to organisations and professionals who provide services to children

#### **Prevent Duty – guidance for England and Wales**

This is guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter Terrorism and Security Act 2015 to have due regard to the needs to prevent people from being drawn into terrorism.

### School Policies, Guidance and Documentation

Accessibility and Equality Policy

Annual Safeguarding Report to the Governing Body (Statutory)

Anti-bullying policy

Attendance Register (Statutory)

Central Register of Recruitment and Vetting (Statutory)

Charging and remissions Policy

Complaints Procedure (Statutory)

Behaviour Policy

Data Protection Policy

DBS Policy

Drug Policy

Educational Visits Policy

E safety Policy

Medical and medicines policy

Health and Safety Policy

Home School Agreement (Statutory)

Intimate Care Policy

Induction Policy

Managing Attendance Policy

Mini Bus Policy

Peer on Peer Abuse Policy and Procedure

Positive Handling Policy

Procedure for Dealing with allegations of abuse against staff (Statutory)

Safeguarding: Child Protection Policy

School Prospectus  
Social Networking Policy  
Staff Code of Conduct  
Risk Assessments  
Prevent Guidance for Parents (Leaflet)  
Recruitment and Selection Policy  
School Website  
Special Educational Needs Policy (Statutory)  
Staff Code of Conduct (Statutory)  
Staff Discipline, Conduct and Grievance Policy (Statutory)  
Teaching and Learning Policy  
Volunteers Policy  
Whistle Blowing Policy