



St Hilda's School

HARPENDEN

Caring, Curious & Confident

EARLY YEARS FOUNDATION STAGE POLICY

Name of Policy	Early Years Foundation Stage Policy
Reviewed by	Dan Sayers Jan Radgman
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To be Read in Conjunction with	• Safeguarding Policy • Safer Recruitment Policy • Curriculum Policy • Feedback Policy • Assessment Policy
Legislation Referenced	• Children Act 2004 • Statutory Framework for Early Years Foundation Stage, effective from 1st Sept 2025.

Unless otherwise stated, all Policies of St Hilda's School apply to the school in its entirety. This comprises all staff and pupils in the Early Years Foundation Stage (EYFS), the Junior School (Key Stage 1) and the Senior School (Key Stage 2).

CONTENTS

- 1. INTRODUCTION**
- 2. STATUTORY FRAMEWORK FOR THE EARLY YEARS FOUNDATION STAGES**
- 3. A UNIQUE CHILD**
- 4. POSITIVE RELATIONSHIPS**
- 5. ENABLING ENVIRONMENTS**
- 6. LEARNING AND DEVELOPMENT**
- 7. INCLUSION**
- 8. DAILY ROUTINES IN THE EYFS SETTING**
- 9. TAPESTRY**
- 10. REGISTRATION AND REPORTING ABSENCES**
- 11. OBSERVATION, ASSESSMENT AND PLANNING**
- 12. TRANSITION TO FORM I**
- 13. MONITORING AND EVALUATING**
- 14. RESOURCES**
- 15. SAFER EATING**
- 16. SAFER SLEEPING**
- 17. PHYSICAL PRIVACY AND INTIMATE CARE**
- 18. SCREEN TIME**
- 19. DOGS**
- 20. STAFF SUITABILITY**
- 21. SAFEGUARDING**

1. INTRODUCTION

This policy has been developed in consultation with the Early Years Team, the Headmaster, and the Designated Safeguarding Lead. The policy takes into account the 2004 Children Act, Every Child Matters 2003, Early Years Foundation Stage Statutory Framework 2025, ISI and DFES guidance. Within this document, the term Early Years is used to describe children in the Foundation Stage who are in the Pre-Nursery, Nursery and Reception classes, and the term setting is used to talk about the school environment.

2. STATUTORY FRAMEWORK FOR THE EARLY YEARS FOUNDATION STAGES

The EYFS Statutory Framework 2025 sets out that *“All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high quality early learning provide the foundation children need to fulfil their potential. “*

The Early Years Foundation Stage (EYFS) sets the standards that Early Years providers must meet to ensure that all children, aged from birth to five, learn and develop well, are kept healthy and safe and are supported to become “school ready” as the foundation for future progress in both school and future life.

There are four guiding principles which shape the practice in the Early Years:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

3. A UNIQUE CHILD

At St Hilda’s, we recognise that every child is a unique and competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates.

Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive life-long attitude to learning. At St Hilda’s, our nurturing practice and extensive range of learning opportunities allow children to become the very best that they can be.

4. POSITIVE RELATIONSHIPS

At St Hilda's School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

We recognize the importance of a secure working partnership between the school, and parents and carers. We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating their children. The following information is provided for parents:

Before Admission:

- The school prospectus containing information about the school and the Early Years setting. Parents are encouraged to look at the school website to gain an insight into the school ethos and values.
- The Early Years welcome booklet and individual class information leaflet.
- All parents are encouraged to visit the school before putting their child's name on the waiting list.
- Each child is invited to visit the Pre-Nursery, Nursery and Reception class for a session to become familiar with the new environment, meet their peers and teaching staff.
- Parents are invited to attend a meeting with the Early Years staff before their child starts to discuss the Early Years curriculum, routines, requirements and expectations of the setting.
- Teaching staff talk to parents informally about their child before they start school.
- Parents receive a comprehensive Induction Pack and are asked to complete various forms including an "All About Me" booklet. This informs the staff of their child's likes / dislikes, fears, favourite toys, family circumstances and previous nursery experience. They are also asked to complete a separate medical form, identifying all medical conditions, allergies, and intolerances, and providing individual care plans where required.
- Parents are invited to attend school activities, such as welcome drinks and shows, prior to starting, to start to develop the home/school bond.

After Admission:

- The parents are asked to verify who will collect their child from school and provide a pick-up password.
- Parents are invited to join FOSH – Friends of St Hilda's School.
- Parents are encouraged to share their child's 'Magic Moments' with staff and peers by adding photos and comments to their child's Tapestry Learning Journal.
- Tapestry Learning Journals are downloaded at the end of the EYFS for parents to keep.
- Pre-Nursery, Nursery and Reception are provided with a detailed half-termly newsletter.
- Reception and Nursery parents are informed of weekly topics via the Focus Sheet emailed to them by their class teacher.
- The whole school receives a weekly Parent Bulletin.

- Newsletters and relevant information are shown on the school website and e-mailed to parents to keep them informed of up-to-date information from around the school and in the community.
- EYFS Noticeboard displays up to date information, such as menus, local events and relevant literature.
- An 'open door' policy is held in the setting, where parents are able to chat informally at drop off and pick up times, or arrange a convenient time to discuss their child's progress, achievements and any concerns in more detail.
- Where children attend other settings, we aim to ensure continuity and coherence by sharing information about the children.
- Children are allocated a '**Key Person**' within the setting. This ensures that every child's learning and care is tailored to meeting their individual needs. They seek to engage and support parents in guiding their child's development at home.
- Parents are invited to complete an annual questionnaire to share their views about the setting.
- Nursery parents are invited to attend termly Parent Consultations. Pre-Nursery parents are invited to attend Settling-In Meetings during their child's first term, the Statutory Progress Check between the age of two and three, and termly key person consultations.
- Formal reports are sent home for Nursery and Reception children at the end of the Summer Term.
- Results of each girls' EYFS Profile are sent home at the end of the Reception year and parents are invited to discuss the Profile with the Reception teacher and Head of Early Years, if they wish to. This information is also shared and discussed with Form I teaching staff and shared with the County Council on request.

5. ENABLING ENVIRONMENTS

At St Hilda's School we recognise that the environment plays a key role in supporting and extending the children's development. Our setting is organised to allow children to explore and learn securely and safely. There are areas where the children can be active and also quiet. The Pre-Nursery, Nursery and Reception classes are set up in learning areas (where space allows). Children are able to find and locate equipment and resources independently. The EYFS has its own extensive enclosed outdoor area on the ground floor. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside, enabling the children to develop in all the areas of learning. All seven areas of the curriculum are offered both indoor and outdoor.

Our aims for the outdoor environment include:

- To provide a stimulating, challenging, safe, secure environment for children to play and learn with enjoyment.
- To plan outdoor learning experiences which complement and extend indoor provision and are stimulating and varied.
- To ensure children experience a broad balanced curriculum accessing the learning objectives and goals across the seven developmental areas.
- To ensure learning outcomes are of equal importance to those taking place indoors and are planned to extend the children's learning.

- To allow children to develop a love for nature and an understanding of conservation and sustainability.
- To provide space/areas to take part in energetic, noisy, large-scale activities as well as opportunity for quieter, more reflective experiences.
- To plan for a balance between child-initiated activities and adult-led activities.
- To plan opportunities for problem solving, practising skills, conversation, questioning, investigation, exploration, inventiveness, creativity and imagination.
- To ensure health and safety at all times e.g. area is supervised, equipment is checked regularly, parents are kept informed of issues e.g. sun awareness.

6. LEARNING AND DEVELOPMENT

6.1 Areas of Learning

The EYFS sets out the seven areas of learning and development, which are categorized as follows:

Prime Areas:

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

Specific Areas:

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

Link to statutory framework:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

None of these areas can be delivered in isolation from the others. All areas of learning are equally important and interconnected. All areas are delivered through a balance of adult-led and child-initiated activities. In each area there are Early Learning Goals (ELG) that define the expectations for most children to reach by the end of the EYFS.

Our planning covers themes and core aspects, such as physical activities, inside and outside play activities, opportunities for writing/mark making and gaining an awareness of books, and exploration of the world around them. Teaching staff plan together across the Foundation Stage to ensure continuity and development for the children, taking into account the different ways children learn. They provide a series of activities that encourage children to experience all seven areas of the curriculum during the week, although all the children may not experience them on the same day. Experiences are a mixture of planned directed adult-led, and child-initiated learning to ensure a balanced curriculum.

The Foundation Stage staff monitor activities to ensure children are accessing a variety of areas and are developing their knowledge and understanding in order to reach their potential. Towards the end of the Reception year, as the children get older and more mature, tasks and activities are more focused for small groups and children are encouraged to participate for longer periods on one given task in order to prepare them for Form 1.

6.2 Learning Styles

At St Hilda's School we recognise that children learn and develop in different ways and have their own learning styles. We value all areas of learning and development equally and understand that they are often linked.

Active Learning

At St Hilda's School we ensure active learning through:

- Making children feel at ease, secure and confident in our setting. At the beginning of the school year the pupils spend time thinking of rules to keep us safe and happy in the classroom. In Nursery, we have a positive behaviour reinforcement system where the children are rewarded 'Happy Balls' for being kind, learning new skills, persevering etc.
- Planning and offering activities that interest and motivate the children so they are keen to learn and interested in finding things out for themselves. The weekly topics evolve from activities and questions the pupils have posed or following their fascinations at a particular time.
- Acknowledging children's achievements and successes, as well as ensuring they gain a sense of personal satisfaction from their explorations and investigations. We include open-ended investigative activities as well as using open-ended questioning. All EYFS staff challenge and extend the children's thinking.
- Enabling the pupils to have some independence and control over their learning to keep their interest and to develop their creativity. We plan adult-led directed tasks, as well as offered activities and free choice during Child-Initiated Learning (CHIL). We give children time to become absorbed in activities, allowing them to change the desired learning objective to follow their own investigations and interests.
- Planning for each individual child through personalised learning, involving parents in their child's development and learning.
- Setting individual targets from all seven areas of the curriculum using the pupils "next steps" and giving children ownership of them.
- Use of various teaching methods to ensure that all children are able to access the EYFS curriculum. Our aim is to include all three VAK (visual, auditory and kinaesthetic) learning styles into everyday teaching.

Play and Exploration

Through play, children explore and develop learning experiences, which help them make sense of the world. We give the pupils the opportunity to practice skills, develop ideas and think creatively alongside other children as well as individually. The children are encouraged to communicate with others as they investigate and solve problems. They have the opportunity to express fears in

controlled and safe situations. All EYFS staff support the children's play through careful interactions when appropriate, supporting children, extending ideas and providing challenge as well as modelling play.

Creativity and Critical Thinking

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Teaching staff support the 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.

7. INCLUSION

We value the diversity of individuals within the school and do not discriminate against children. All children are treated fairly regardless of gender, race, religion, abilities, or family structure. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

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

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence. We use our observations to include individual children's 'next steps' into weekly planning. We use the Tapestry platform to observe and record each child's progress and development from baseline through to the end of Reception. Pupil Progress Forms are completed at the end of the Autumn, Spring and Summer Terms and discussions are held between Early Years Practitioners to inform future planning. We use the Development Matters non-statutory curriculum guidance (September 2023) to support our curriculum and practice. We complete the EYFS Profile at the end of the Reception Year.
- 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.
- Partnerships with parents, Learning Support and external support agencies.

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. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. Risk assessments are regularly reviewed for both the indoor and outdoor areas.

We aim to protect the physical and psychological well-being of all children. (See our **Safeguarding Policy**). The Head of Early Years is our trained DDSL.

At St Hilda's School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage September 2025. We understand that we are required to:

- Promote the welfare of children.
- Promote good health (including oral health), preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all staff members who look after the children or who have unsupervised access to them are suitable to do so. See our **Safer Recruitment Policy**.
- Ensure that staffing arrangements allow for adequate supervision of children to ensure their safety, including whilst eating and sleeping.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children.

8. DAILY ROUTINES IN THE EYFS SETTING

Each class follows a structured routine to allow the children to feel secure, happy and to promote independence. The daily timetable is a focus point at the beginning of the day and is referred to at different points of the day.

Routines within the Pre-Nursery, Nursery and Reception classes need to provide children with a balanced range of experiences, offering variety within each session, day and week. Variety will involve the following:

- Adult-led teaching, including different sized groups from whole class to small group and individual sessions.
- Child-initiated Learning.

- Active learning, i.e. active participation rather than passive learning, e.g. not sitting on the carpet for long periods of time.
- Coverage of all seven areas of learning.
- Varied seating arrangements, i.e. colour groups, friendship groups etc.
- Singing and music sessions.
- PE sessions.

Nursery and Reception children enjoy French, Music and PE sessions throughout the week, all taught by specialist teachers. Reception are also taught Computing by a specialist teacher.

Whole school activities include the following:

- Reception joins the whole school for certain assemblies throughout the week and also attend lower school assemblies.
- Nursery children are invited to join the whole school for age-appropriate assemblies, for example Reception Sharing assembly.
- Pre-Nursery and Nursery, and Reception and Form I join together for Christmas celebrations, including parties, entertainers etc.
- Reception join the whole school to celebrate World Book Day, Activity Week at the end of the Summer Term, annual Sports Day, church services etc.
- Pre-Nursery and Nursery join the whole school for Sports Day, Activity Week and other age-appropriate activities.
- Nursery children have Form V Buddies and take part in various activities together during the school year, including a Spring Term picnic and games session in the local park.

9. TAPESTRY

At St Hilda's we use the Tapestry Online Learning Journal platform to create a two-way partnership with parents about their child's journey through the Early Years. Parents complete a Tapestry permission form prior to their child starting with us, which outlines the responsibilities of all stakeholders to ensure safeguarding is upheld.

10. REGISTRATION AND REPORTING ABSENCES

The Nursery and Pre-Nursery classes both follow the whole school processes for registration and absence reporting, as set out in the School's **Attendance Policy**.

11. OBSERVATION, ASSESSMENT AND PLANNING

The Planning within the EYFS is based around weekly themes. The themes are led by the children's conversations, interests and fascinations. Weekly plans are produced, but remain flexible to respond to the needs, achievements and interests of the children and to take account of their individual "next steps".

Regular assessments are made of children's learning starting with baseline assessments in Pre-Nursery, Nursery and Reception, and continuing with half-termly assessments which also feed into

the wider school's Pupil Progress and Handover assessments. Pre-Nursery children aged between two and three also have the Progress Check, a short summary of their development in the prime areas, shared with parents and carers. This information, coupled with the practitioner's knowledge of the child, and their professional knowledge and judgement, is used to ensure that future planning reflects identified needs. Assessments are shared between Early Years practitioners and the Form I teachers in an ongoing dialogue to support a successful transition to Key Stage 1.

Assessment in the EYFS takes the form of observation, taken by the Early Years Practitioners. Through observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning. Evidence includes observations on Tapestry, pupils' 'Magic Moments' from home, photographs, and examples of work completed by the child. These observations are used to inform the 'next steps' to ensure personalised learning. Regular assessments are carried out throughout the year through play-based activities, for example phonics, problem solving and reading levels, to ensure children fulfill their potential providing a firm foundation on which to build future successes. Early Years staff use the information gathered on the Tapestry platform to monitor progression and inform future planning for each child.

At the end of the Reception year, the Head of Early Years and staff in Reception complete the EYFS Profile for each child, using their own knowledge and professional judgement and the ELGs, to form a judgement on the child's readiness for Form I. The Profile reports are given to Form I teachers, and are discussed during the Summer Term transition process.

12. TRANSITION TO FORM I

At St Hilda's, we understand the importance of the transition from the Early Years to Form I. It is the responsibility of the Early Years team to support the children to be "school ready", and to provide them with opportunities to experience their new learning environment and meet their new teachers. During the course of the Reception year teachers in Reception and Form I begin to meet and share information about each child. In the Summer Term the girls get opportunities to spend sessions in Form I and parents are invited to a "Meet the Teacher" meeting. The girls in Reception are assessed against the ELGs towards the end of the year and information on progress and development is shared with the Form I teacher, parents, and the local authority, on request.

13. MONITORING AND EVALUATING

Please refer to the school's **Curriculum Policy**, **Feedback Policy** and **Assessment Policy** for the whole school procedure.

In the Foundation Stage we regularly monitor all aspects of Early Years provision by;

- Having staff meetings to monitor and evaluate our setting and provision within the EYFS and also join the whole school meeting on a weekly basis.
- Having regular informal staff discussions and evaluation of planning, which provide the opportunity to monitor the experiences children are provided with, including topics covered throughout the year.

- Holding termly individual supervision meetings led by the Head of EYFS.
- Attending training courses held by Hertfordshire County Council or the ISA where appropriate to ensure they continually improve the quality learning and developmental experiences they offer the children.
- Setting ourselves targets, both personal through staff appraisals and supervision meetings as well as for the whole EYFS team (as part of the SEF and School Development Plan) to ensure continual development in the Early Years. Staff are able to discuss issues and identify solutions. Supervision for each member of the team includes individual meetings between the Head of EYFS and each staff member, in order to support their role as key persons working with children and families.
- Evaluating the resources to ensure they are safe and purposeful, updating when necessary.
- Encouraging lesson observations within the EYFS team and whole school, as well as outside agencies, i.e. moderation by County for the EYFSP.
- Taking part in ISI inspections.

14. RESOURCES

Staffing

Staffing levels in EYFS are compliant with, or exceed, statutory guidelines.

Other adults working/visiting under the supervision of teaching staff include parent helpers, students and work experience volunteers. All staff in the **EYFS** are responsible for sharing information regarding each child's development, including educational and emotional well-being. Staff in the Early Years have access to SENCO and subject specialists. All staff in the Early Years hold a qualification in paediatric first aid and food hygiene. As part of the whole school, the Early Years team has access to a range of outside support agencies.

Resources and Equipment

EYFS resources are located in the three Early Years classrooms and outdoor sheds. Resources are shared between Pre-Nursery, Nursery and Reception for indoor and outdoor use. We also have access to whole school equipment from the individual curriculum areas such as PE equipment, music equipment, French etc. We have access to the ICT suite, hall space, Seagull Studio, swimming pool and library.

15. SAFER EATING

At St Hilda's all Early Years practitioners hold a valid Paediatric First Aid Certificate ("PFA"), Allergy and Anaphylaxis Certificate, and Food Hygiene Certificate. When early years children are eating their breakfast, snacks, lunch or tea they are always supervised by practitioners who hold a current PFA.

Before children start in the Early Years, we obtain information about special dietary requirements, preferences, stages of weaning, food allergies, intolerances and any special health requirements. This information is shared across the school with all staff, including our school catering supplier. Our records held in relation to each child are updated as soon as any further information is received from parents and this is likewise shared across the school.

14.1 Choking

Prior to children starting in the EY at St Hilda's, parents are required to tell us about their child's stage of eating solid food.

All food for snack time provided in the classroom is prepared by the Early Years staff. Lunch is prepared by the school catering supplier. All Early Years staff and staff employed by the school catering supplier understand how food should be prepared to reduce as far as possible choking hazards. Early Years staff will always perform their own check of the suitability of all food provided by the school catering supplier before the children begin eating.

When early years children are eating their breakfast, snacks, lunch or tea they are always supervised by practitioners who hold a current PFA.

In the event of a child beginning to choke the practitioners will follow recommended choking first aid procedures, such as back-slaps. The school has two "Lifevac" devices which will be used if needed as a last resort after other first aid measures have been administered.

After any incident, staff will complete a "choking incident" form and this is shared with the Head of EY. Parents will be telephoned to inform them of the incident and the first aid given. Staff and SLT will review the situation and implement any necessary improvements to practice to ensure that further incidents are avoided where possible.

14.2 Allergy and Anaphylaxis

The school's **Allergy and Anaphylaxis Policy** applies in its entirety to the EY.

Prior to children starting in the EY at St Hilda's, parents are required to inform us of any allergies or food intolerances, and the treatment prescribed, in particular whether an AAI or Antihistamine is required. Please refer to the school's **Allergy and Anaphylaxis Policy** for full details of the information provided, where this is recorded, and the storage of AAIs and medicines.

All food for snack time provided in the classroom is prepared by the Early Years staff, in accordance with allergy-safe practices. Lunch is prepared by the school catering supplier. All Early Years staff and staff employed by the school catering supplier understand how food should be prepared in order to reduce the likelihood of a pupil coming into contact with an allergen. All food prepared by the school catering supplier for any Early Years children with an allergy is provided on a red tray with an allergy information sticker. EY staff then ensure that each child is given their correctly-named tray.

When early years children are eating their breakfast, snacks, lunch or tea they are always supervised by practitioners who hold a current PFA.

All staff in the Early Years are trained to recognize the signs of an allergic reaction and anaphylaxis and to respond to an emergency situation. The school's **Allergy and Anaphylaxis Policy** sets out the school's practice in relation to the safe storage of individually-prescribed and school spare adrenaline auto-injectors (AAIs), and all children who require this emergency medication have an individual care plan and risk assessment. For children in the Early Years, their emergency bag is carried by a member of staff to wherever they are in the school.

14.3 Guidance

Safe practices around food preparation and eating are outlined in the following guidance:

- Food Standards Agency Food Safety Guidance: Managing food safety - GOV.UK
- NHS Safe Weaning Guidance: Choking and gagging on food - Best Start in Life - NHS
- NHS Preparing Food Safely Guidance: Preparing food safely for babies - Best Start in Life - NHS
- DfE Early Years Foundation Stage Nutrition Guidance: Early Years Foundation Stage nutrition - GOV.UK

16. SAFER SLEEPING

At St Hilda's, all Early Years staff are trained to understand and follow safe sleeping practices as outlined in the following guidance:

- DfE Safer Sleep Guidance: Help for early years providers : Safer sleep
- NHS SIDS Guidance: Sudden infant death syndrome (SIDS) - NHS
- The Lullaby Trust safer sleep awareness for Early Years settings booklet:
<https://www.lullabytrust.org.uk/resource/safer-sleep-awareness-for-early-years-settings/>

When Early Years children are sleeping in the Puffins room, they are supervised by Early Years staff who all hold a valid PFA certificate and staff remain in the ratio of 1:5 for 2 year olds and 1:8 for 3 years olds. Staff check children every 10 minutes for breathing and temperature, and this is recorded on the sleeping record form, along with the length of their sleep. The children have individual sleep mats and bedding and are placed on their backs to sleep, either wearing sleeping bags provided by their parents, or have cotton blankets which are tucked in at the bottom of the mattress. The room is ventilated to ensure a safe temperature and sweatshirts are removed prior to sleep.

17. PHYSICAL PRIVACY AND INTIMATE CARE

At St Hilda's we strive to create a balance between protecting the privacy of children during intimate care and toileting, and upholding safeguarding procedures. Children in Puffins who need nappy changes are individually taken by a member of EY staff into the changing area. Wherever practical this will be the child's key person. The doors always remain open during changing and all other Early Years practitioners are aware of who is being changed and why, and which Early Years

practitioner is with the child. Children in the Kittiwakes class who have not yet achieved continence or who have had toilet accidents are changed either in the toilets using the floor changing mat when the toilet area is not in use by other children, or behind the portable screens. If staff are with a child and need assistance for any reason, including a safeguarding concern, another member of staff is always within sight or sound.

Please refer to the school's **Intimate Care Policy** for full details of how the school manages intimate care and safeguarding.

18. SCREEN TIME

Children in the EY will only have screen time which supports their learning and development and this will be limited to one hour per day. This includes use of the smart board and tablets for computing lessons, maths, and phonics lessons.

The DfE Guidance on children's screen use can found at: <https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/screen-use>

19. DOGS

Banned dog breeds named in the Dangerous Dogs Act 1991 are not brought into or kept on the school premises at any time.

20. STAFF SUITABILITY

All staff who work within the EYFS, whether full-time or on a cover basis, are recruited according to the school's Safer Recruitment Policy, in order to ensure their suitability. Staff who work exclusively within the EY are also required to complete the Disqualification Under the Childcare Act 2006 Statutory Document every term.

21. SAFEGUARDING

All policies at St Hilda's, unless otherwise stated, apply to the school in its entirety and this includes the **Safeguarding (Child Protection) Policy (Including Extremism and Radicalisation)**. This Policy is to be read in conjunction with a number of other school policies, which provide a comprehensive suite of safeguarding material.

At St Hilda's, Natalie Atkins is the Designated Safeguarding Lead (DSL) and Jan Radgman (Head of the Early Years) is one of the other five named Deputy Designated Safeguarding Leads (DDSLs). All staff in the Early Years, along with all staff across the school, are trained in Safeguarding, according to the Safeguarding Policy, and understand that it is their responsibility to uphold the safety and welfare of all children at St Hilda's.

This policy will be reviewed annually, by the Senior Management Team, in line with the school's review schedule for policies.