



FALCONS PREP
RICHMOND

EYFS Policy

Primary person responsible for this policy: James Davis

Job title: Head of EYFS

Ratified by: SLT

Last review date: July 2021

Next review date: July 2022

Relevant ISI coding (if applicable):

Early Years Policy

This policy should be read alongside:

Whole School Policies

- Safeguarding policy
- Health and safety policy
- First aid policy
- Inclusion/SEN Policy
- Accessibility Policy
- Behaviour, Discipline and Exclusion policy.
- Anti-bullying policy
- Visiting Speakers/Volunteers Policy
- Complaints procedure

Specific Early Years Policies

- Intimate Care Policy
- Early Years Curriculum Policy
- Early Years Behaviour Policy
- Staff Supervision Policy
- Biting Policy
- Key person, Transition and Settling Policy
- Forest School Policy

Please note the schools current policies do not include early years provision and are aimed at 7-13 year old's. From September, or as soon as is practicable after approval has been received from the DfE, Falcons Prep - Richmond intends to open a Reception class for up to 18 boys aged 4+.

Background

From September 2021, Falcons Prep - Richmond will be opening a Reception class for up to 16 boys aged 4+. Opening a new year group each year until we have a fully formed Lower School made up of a maximum total of 54 boys across Reception - Year 2.

The Lower School will start with one Reception Class of no more than 18 boys, a Head of Early Years (teaching Reception) and a

full-time Teaching Assistant. As the school grows, more staff will be recruited to fit the requirements.

The expansion of a Lower School will not have an impact on our registered capacity of 250. The school has a target pupil total of just over 200 boys from Reception to Year 8.

Early Years at Falcons Prep Richmond.

As a school, we believe that children are born ready, able and eager to learn and that it is their Early Years which are the most formative and important in setting out their future potential. Four key themes will underpin all that we do in the Early Years Foundation Stage at Falcons Prep:

- a) A Unique Child: each child is treated as an individual, they are recognised as someone who is always learning.
- b) Positive Relationships: these are developed between children and familiar adults, and between each child. We recognise the vital role which positive partnerships with parents can play. This includes sharing information, having open conversations and encouraging the parents to contribute to their son's Learning Journey.
- c) Enabling Environments: our environment is developed to provide varied opportunities for children to take part in adult-led and play-based activities. This provision will change and develop depending on the children's needs and interests throughout the year.
- d) Learning and Development: We understand that children learn and develop at different rates and this can be influenced by their age, background and any additional needs. Planning and teaching are tailored to meet the needs of each child.

1. Lower school premises

The school already has the space to accommodate the 3 new classrooms (Reception, Year 1 and Year 2) and facilities. The lower school will form a section of the school with classrooms located next to one another. All lower school classrooms have immediate access on to the outside play area to allow for free-flow in and out of the room.

Reception classroom

The reception classroom has been purpose built to create a learning space of 50 sqm for no more than 18 children. The flooring is wipeable, electrics are at a safe height and there is a low sink which staff and children can access. This classroom also has two exterior doors leading to the outside area.

Toilet Facilities

There are child sized toilets located in the Lower School which are accessible to the children. We aim for all children in the Early Years to become independent with their toileting and hygiene needs. We understand that children will have accidents and assistance is in place from staff who have been given sufficient information, instruction and training to enable them to support children safely and without significant risk to their health and that of others with consideration of Safeguarding. See Intimate Care Policy.

2. Safeguarding, health and welfare of children in the Early Years.

Whole School Safeguarding Policy

The following will be added to our safeguarding policy document:

- **Reporting to Ofsted**

In EYFS settings, a report must be made to Ofsted¹ of any allegation of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegation relates to harm or abuse committed on the premises or elsewhere). The notification should include action taken, and be made as soon as reasonably practicable, but at the latest within 14 days of the allegations being made.

- **Failure to comply with this requirement constitutes a statutory offence**
- **EYFS provision:** Statutory framework for the early years foundation stage
- **Mobile Phones and Devices:** These policies cover the use of mobile phones in accordance with section 8 of the EYFS Statutory Framework (2017) required by The EYFS Statutory Framework
- James Davis will be added as the Designated Early Years Safeguarding Lead

¹ In accordance with section 3.8 of the EYFS Statutory Framework (2017)

Safeguarding is given a high priority at Falcons Prep - Richmond as it is understood that children will learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.

As outlined in the School Safeguarding Policy, all staff should ensure that they have read, understood and know what to do if they have any concerns about a child's welfare at home, school or elsewhere. Training and support are given to enable staff to identify any signs of abuse or neglect. Staff should also be aware of the Early Years Intimate Care Policy which outlines how to support children who have had toilet related accidents.

The Safeguarding Lead for the Early Years Foundation Stage is James Davis. James Davis will be the Key Person for children in the Reception class. Parents will be informed of the role of the Key Person which is to ensure that each boy's learning and care is met and tailored to their own needs. The Key Person will also support families to engage with specialist support if they need it, in partnership with the school's SENCO.

See Safeguarding Policy and Key Person, Transition and Settling Policy

Supervisory Care: pupils and staff.

Arrangements must be in place to ensure that all children are supervised at all times. This is to ensure that they are safe, secure, healthy and happy. As part of this, ratios should be considered, and staff must ensure that children are usually within sight and hearing and always within sight or hearing of staff. This should be considered whilst children are using the outside area and during break times. Please see Supervision of EYFS Policy.

Whole School Safeguarding Policy

The following will be added to our safeguarding policy document:

Children

Reporting to Ofsted

As outlined in the Early Years Statutory Framework (2021), the school must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Registered providers must also notify Ofsted of the action taken in respect of the

allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.

Ratios

Statutory Framework for the Early Years Foundation Stage specifies ratios for children in the Early Years. In independent schools, where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification, an instructor, or another suitably qualified overseas trained teacher, is working directly with the children: for classes where the majority of children will reach the age of five or older within the school year, there must be at least one member of staff for every 30 children. At Falcons Prep, there will be a higher adult to child ratio than the statutory guidance requests with maximum class sizes of 16 being taught by a qualified teacher and a teaching assistant (where appropriate).

Child Supervision

Before school and registration: children should be handed over to their class teacher by parents or carers by 8.30am and registered by the class teacher by 8.45am. Families of any children who are not in school by 8.45am will be contacted by the school matron unless the school has already been informed that they will be late or absent.

8:45 to 10:00: Children will be in the classroom, outside area, Forest School, specialist classroom or taking part in games or PE sessions. These will be appropriately staffed by a teacher, instructor and alongside a teaching assistant where appropriate, ensuring ratios are maintained. Children will be engaging in sessions or Choosing and Learning.

10:00 Fruit and drink: Children will have fruit and drink available from 10am in the classroom. During this time, they will continue to have access to the classroom and the outside area by their classroom. Staff present will ensure that children sit while they eat.

10:15-Lunch (12:00): Children will be in the classroom, outside area, Forest School, specialist classroom or taking part in games

or PE sessions. These will be appropriately staff by a teacher, instructor and alongside a teaching assistant where appropriate, ensuring ratios are maintained.

Lunchtime (12:00): Early Years children will have their lunch in the classroom at 12 o'clock this will be supervised by staff. After lunch the children will have access to the outside area and/or classroom. They may also visit the Astro at set times when it is not occupied by other year groups on the break time rota with appropriate levels of staff depending on the needs of the children. It is important that any staff on duty are on time and always vigilant and are engaged with the children as they eat and later as they play, this includes being spaced out to ensure that all children can be seen. Any incidents regarding behaviour or any injuries should be addressed as soon as possible, and any concerns should be passed onto the class teacher or teacher collecting the children. The first aid policy should be followed for injuries with matron being informed. If it is wet play, children should still use the outside area if they are appropriately dressed, or may choose to stay in the classroom. Staff should ensure that all areas are correctly supervised.

Lunchtime to 3:15: Children will be in the classroom, outside area, Forest School, specialist classroom or taking part in games or PE sessions. These will be appropriately staff by a teacher, instructor and alongside a teaching assistant where appropriate, ensuring ratios are maintained. Children will be engaging in sessions or Choosing and Learning.

3:15-4pm: Children will either be handed over to parents or other agreed upon adult by the class teacher or other known member of staff or attend club or after school care.

Staff

Weekly meetings will take place with class teachers and a member of the management team. The purpose of this is to ensure the welfare of the children and staff and develop a sense of collaboration. This can provide opportunities for staff to discuss upcoming events, and any concerns. It is also a vital time for staff to outline any concerns they have regarding the development of and wellbeing of children. Staff should ensure that any Safeguarding concerns are reported as soon as possible to the Safeguarding lead and recorded as outlined in the Safeguarding policy rather than being saved for this meeting. Minutes will be taken so any concerns can be followed up and tracked back if required.

Staff Supervision

Staff wellbeing is valued at Falcons Prep Richmond and forms part of our Staff Supervision Meetings. The Statutory framework for the Early Years Foundation Stage (2021) states that:

“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”
p.26

See the Early Years Staff Supervision Policy.

Mobile phones and devices

As outlined by the statutory guidance, policies must cover the use of mobile phones and cameras. In the Early Years at Falcons Prep Richmond, mobile phones, personal cameras and smartwatches must be switched off and kept in a designated area which is not accessible to children for example, a locked cupboard or in reception with Matron. This is to safeguard children from being photographed, videoed or recorded on a personal device, children seeing inappropriate material and staff becoming distracted. These devices should not be accessed while the children are in the classroom. Staff should use the school phone at the reception or go to the staffroom to make essential personal calls, first ensuring that the other staff are present with the children and that ratios are maintained.

Any photographs, videos or recordings taken on school equipment should only be for recording evidence of learning, for example for Arc Pathway, which parents have given consent, for school displays, for the school newsletter, for the school website, the school social media accounts and Firefly. During trips and Forest School, a school mobile or camera will be used.

Parents and carers visiting the classroom, dropping off, picking up their child or attending events should not use their phone or

cameras to make calls or take photographs of the children. This is to safeguard the children and to ensure that all children have a positive handover. We understand that parents may wish to have a photograph during these times and will organise an opportunity for individual photographs. Parents will be asked to give permission for their child to be photographed for Arc Pathway and to agree that they will not share images online if other children are included in them.

Smoking

As outlined in the Statutory Guidance for Early years: Providers must not allow smoking in or on the premises when children are present or about to be present. Staff should not vape or use e-cigarettes when children are present, and providers should consider Public Health England advice on their use in public places and workplaces.

3. Food and Drink, First Aid, Illness and Medicine.

Food and drink

Falcons Prep will be providing snack and a balanced and healthy lunch which is prepared by kitchen staff in the kitchen. Snack time consists of a free flow snack table available at a set time during the day. This consists of fruit and a drink of milk or water, prepared by a member of staff who is trained in food hygiene (the catering team).

Hygiene is taken seriously as a means of keeping children healthy. James Davis has a Food Hygiene and Safety Level 2 certificate. Before and after snack and lunch, tables will be thoroughly cleaned using antibacterial spray (which is stored out of reach of the children) using a cloth designated for cleaning tables where food is eaten and is not used for anything else. Children are supported to wash their hands before eating.

Staff will ensure that children sit whilst they are eating as outlined in our on-site risk assessment. Fresh water will always be available for the children to access independently, and reminders will be given to ensure that they are drinking. Parents are asked to provide any information about allergy or dietary needs to the school before starting at Falcons Prep, a record of this is kept and staff are made aware of these.

Risk Assessment

We take all reasonable steps to ensure that children and staff are kept safe whilst at school. Risk assessments have been created which include consideration of activities, resources and the environment which are regularly reflected on as part of ensuring that children are kept safe from harm. Boys are encouraged to consider risk as they play in school and at Forest School as part of developing an awareness of how to keep safe.

See the Early Years Risk Assessment and Forest School Risk Assessment.

First Aid

The Early Years Foundation Stage requires that there is at least one person who is paediatric first aid trained on-site at all times when Early Years children are present, this is also the case for trips and visits. James Davis and ... have this training and the certificate is displayed in the classroom.

Staff have the support of the school Matron who will carry out First Aid for Reception children. For smaller injuries such as cut and scrapes, trained classroom staff will carry out first aid. The Reception classroom has a first aid box containing appropriate content for treating minor injuries which is accessible at all times, along with this box is an accident reporting book where all accidents and the first aid administered is recorded. Any staff carrying out First Aid use a First Aid form to record the date and time, how the child was injured, the injury, the treatment and who administered the First Aid. A copy of this should be taken and given to parents at collection on that day. If the child has a head injury, a Head Injury form should be filled out as soon as possible after First Aid is administered. The first aid policy should be followed, parents are contacted and given a head injury form and the pupil wears a 'bumped head' sticker.

The school must notify Ofsted of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken. Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring.

See First Aid Policy.

Illnesses

We request that parents inform the school if their child has been unwell at home and if they are given Calpol or similar in the morning. Any children who staff feel are unwell will be taken to the School Matron who will check their temperature and assess for illness. Any child who goes home after vomiting or diarrhoea or has symptoms of these at home must stay away from school for 48 hours after symptoms have passed.

Children's medication

Any medication either prescription or non-prescription can only be given to a child with written permission from that boy's parent or carer under medical guidance (in the form of a prescription or doctor's note). Medication will be kept and administered by the school matron and a written record made each time it is administered.

Staff medication

As stated by The Statutory Framework for the Early Years Foundation Stage (2017), Staff should not be under the influence of alcohol or substances which may affect their ability to care for children. Any medication should be stored out of reach of the children at all times in a locked facility.

4. Learning & Teaching: Curriculum

Our aim at Falcons is to create a positive and engaging learning environment and curriculum which will support the holistic development of our boys. Our focus is on enabling them to reach their full potential and become independent and motivated life-long learners. We aim to find and recognise individual talents, to deliver a broad education and to provide a rich tapestry of relationships, activities and teaching, which will prepare our boys for their future lives, in a fast-moving and challenging world.

At Falcons there is a focus on academic achievement but with the belief that education is more than about outcomes alone. We aim to understand pupils as individuals and to help them to reach their potential, ensuring that they emerge as intelligent, resilient boys who are capable of reflection and well-prepared for whatever opportunities lie ahead.

It is important that Falcons boys thoroughly enjoy their time in Reception, transition into year one with an enthusiastic attitude to learning, positive learning dispositions and the relevant skills and knowledge required.

The Intent of our Reception Curriculum is to:

- Build on children's learning from the end of nursery, pre-school or home with a smooth transition and routine enabling children to feel safe, secure and happy, generating a love of learning and an enjoyment of school.
- Provide opportunities for exploration and development across all Areas of Learning as part of the development of the whole child, beginning with a focus on the Prime Areas and achieving a good level of development at the end of the Reception year.
- Secure the essential skills of reading, writing and mathematics, as the gatekeepers for successful learning across all other subjects.
- Provide opportunities for children to develop our Falcons Learning Habits of curiosity, courage, independence, resilience and reflection.
- Support our boys as they develop self-regulation.
- Connect to the wider school community through participation in whole-school events and celebrations, visits and shared learning.
- Build effective working relationships with parents.

Inclusion and Diversity

At Falcons Prep - Richmond, we value all children, their backgrounds and experiences. One of the principles of the EYFS is that every child is unique and at Falcons Prep Richmond we want to celebrate this. We want everyone to feel welcome and accepted as they visit and join our Reception class and to create an environment free from discrimination and stereotyping that acknowledge the diversity of our school and local community.

We aim to achieve this by having opportunities for children to share experiences, objects and photographs with the class on a regular basis. We will welcome visits both in person and via online methods from family members and from members of the school and the local community. All classroom resources, including

books, are free from discrimination and stereotyping and attempts have been made to ensure that books and resources contain positive images of people from different backgrounds, faiths, cultures and relationships to promote diversity and inclusion. Children learn about different faiths and take part in special celebrations which parents are encouraged to support.

Through planning, differentiation, a range of strategies and support from our school SENCO, staff ensure that all children; those with special educational needs, who have disabilities and who are considered to be PAT (potential, able or talented) can do their best and access all learning opportunities in Reception. See the school SEND and accessibility policy for more information. The school admissions, SEND and recruitment. policies are aimed at creating an inclusive school and value diversity. See these for more information.

British Values

Highlighting the importance of and providing opportunities to develop an understanding of Fundamental British Values is important and should be done from an early age. These British Values are Democracy, The rule of law, Individual liberty, Mutual respect and tolerance of those of different faiths and beliefs. At Falcons Prep we look for ways of bringing these into the children's daily learning and play. This can include:

- Children voting for the book of the day.
- Helping to design our class rules to keep each other safe and happy.
- Opportunities for children to talk about and share their emotions.
- Talking during Key Skills about our school community and why being unique is fantastic. Children have the chance to share items, photos and books from home with the class on a regular basis. Parents welcomed to read or tell stories in person or via online methods.
- Making visits and engaging with the local community.
- Encouragement and support to take turns and to share and to listen to each other.
- Using our behaviour chart to talk through behaviour and understanding the impact that it can have on each other.

Please see document (2a) Learning, Teaching & Curriculum Policy and Early Years Curriculum policy for more information.

5. Pastoral care

The boys in Reception will be looked after predominantly by their class teacher who is their Key Person. This person aims to build strong positive relationships with the boys where they feel welcomed and accepted at all times. The SLT, matron and other school staff will also provide pastoral care and guidance to the boys and staff. We value the importance of a positive partnership with parents in supporting children both academically and pastorally.

See the Key Person, Transition and Settling Policy.

Early Years Behaviour

We aim to create a positive atmosphere where all members of the school community feel valued and respected. Our Early Years Behaviour Policy and Behaviour, Discipline and Exclusion Policy are designed to support the way in which all members of the school can live and work together in a supportive way. We believe that all the boys have a right to an education which offers them the best opportunity to reach their full potential and that everyone within school is working to provide the environment in which this may happen. See our Early Years Behaviour Policy for more information.

We are also mindful of the five outcomes set out in Every Child Matters which focus on our collective roles to ensure that our boys are able to:

- stay safe
- be healthy
- enjoy and achieve
- achieve economic well-being
- make a positive contribution

See our Early Years Behaviour Policy and Behaviour, Discipline and Exclusion Policy.

6. Partnerships with Parents

We aim to build and maintain a positive relationship with parents as we see a strong partnership with them as vital for providing a secure learning environment for boys at Falcons Prep. This will be achieved by having clear communication and open discussions with parents being encouraged to make contact with the class teacher when they need to. Parents are welcomed into visit and to share stories with the class.

Parents should feel free to discuss matters with the class teacher can request a meeting if required Should the class teacher have any concerns during the year regarding the development of a child, they should discuss these with the parents, alongside the school SENCO if necessary. Here they should outline ways in which the child is being supported in class and how parents can help support at home, with the possible recommendation to outside agencies if appropriate.

See SEND Policy.

As part of ensuring that children are always kept safe, parents are asked to give clear instructions regarding any allergies or dietary needs for their child. Parents should not send snacks as this is provided by the school in the form of fruit, water and milk (or alternative if required). If parents send in a treat for their child's birthday, this should be nut free and vegetarian, if possible, to be inclusive of as many children.

It is vital that we have a safe and positive handover each day. As part of this, parents should be aware that the class teacher will prioritise ensuring that all children enter and leave the school safely and therefore will not be able to have individual conversations at this time. Parents are asked to either speak to the school office if it is vital or email the class teacher. Parents are asked to assist us in Safeguarding the children by supporting our policy on mobile phone and camera.

Parents or carers should inform the school as early as possible if someone different is collecting their child, for example, a Grandparent or other relative. This should be done via email to the class teacher and matron. Parents are asked to include a photograph of the person who is collecting their child to ensure a safe handover. If a playdate is arranged, both sets of parents should email the class teacher giving permission.

Parents are encouraged to contribute to our wide curriculum, for example by offering to share skills or experiences. See the Visiting Speakers/Volunteers Policy.

Reporting to parents

Observations and assessments made by staff are uploaded on Arc Pathway which are available for parents to view. Parents are encouraged to contribute to their child's Learning Journey by submitting observations through Arc Pathway. Sharing learning and experiences from home can be a vital part of developing an understanding of the child and how they learn as well as providing opportunities to share new experiences with others.

At the end of the year, an Early Years Foundation Stage Profile will be completed for each child which outlines their progress against expected levels for each Area of Learning (as outline above).

7. Complaints

As outlined by the statutory guidance, providers must put in place a written procedure for dealing with concerns and complaints from parents and/or carers, and must keep a written record of any complaints, and their outcome. All providers must investigate written complaints relating to their fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint. The record of complaints must be made available to Ofsted or the relevant childminder agency on request.

See our Complaints Procedure.

Parents of children in the EYFS are entitled to make a complaint directly to Ofsted and/or to the Independent Schools' Inspectorate (ISI). Parents with children over five are entitled to complain to ISI.

Ofsted:

Telephone number: 08456 404040

Email: enquiries@ofsted.gov.uk

Address: Complaints, 3rd Floor Royal Exchange Buildings, St Anne's Square, Manchester. M2 7LA

ISI:

Telephone Number: 020 7600 0100

Email: office@isi.net

Address: Complaints, 1st Floor, Cap House, 9-12 Long Lane, London, EC1A 9HA