EARLY YEARS FOUNDATION STAGE POLICY

In this policy the following members of staff are referred to:

TITLE	NAME
Head Teacher and DSL	Mia Santa-Humfrey
Special Educational Needs Coordinator (SENCO)	Angela Sikka
EYFS lead practitioner and EYFS DSL	Ambika Curbishley
Key Worker	Alba Cuesta

INTRODUCTION

The Early Years Foundation Stage (EYFS) setting applies to children in education from birth to the end of the Reception year. In our School, we offer facilities for the care and education of Reception-aged children only (aged 4-5 years).

In partnership with parents and guardians, we aim to ignite children's curiosity and enthusiasm, build strong foundations for learning and form positive relationships.

Each of our school policies has taken account of the additional safeguards and issues associated with EYFS children. This document aims to summarise the various policies and procedures we have for our EYFS children in the day to day operation of their lives at the school.

AIMS

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the variety of knowledge and skills needed for good progress through school and through life
- Quality and consistency in teaching and learning so that every child makes accelerated progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

LEGISLATION

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS), updated September 2026.

CURRICULUM

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework September 2025.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

OUR ETHOS

The EYFS ethos at the School is based upon four themes:

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

HOW WE WILL APPLY OUR ETHOS

1. A Unique Child

At the School we recognise that every child is a unique child who is constantly learning and capable of being resilient, capable and self-assured

All children and their families are valued at the School. From the moment they arrive, children are treated as unique individuals and have equal access to all available provision.

We recognise the need for early identification of children with Special Educational Needs (SEN) and of children with English as an Additional Language (EAL), so as to enable staff to support the development of each child. The EYFS staff follow a cycle of action: assess; plan; do and review - consulting with the SENCo appropriately and outside agencies in order to create an Education, Health and Care Plan (EHC Plan) or other actions as appropriate. (For further information on our policy and procedures, please refer to the **Special Educational Needs and Disabilities Policy.**). All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We encourage and support children to develop a positive sense of their own identity and culture.

We endeavor to create a safe environment where risks are identified and either eradicated or managed wherever possible.

Transitions
We ensure that we gather as much information as we can about the children before they join our school in order to help with the transition process. Wherever possible the Reception team visit the children in their nursery setting in the summer term prior to them starting and spend time observing and talking with them as well as meeting with their key person. Additionally we offer two introductory Stay and Play sessions at the school giving the children an opportunity to meet their teacher, the other children and spend time at Faraday. This also allows parents to hear information about our settling in process, ask any questions or discuss any concerns.

At the end of the Reception Year, teachers meet with the Year 1 teachers to share information about children's attainments against the Early Learning Goals. This ensures that planning can take place for the year ahead and individual needs can be met. In the Summer Term the children visit their new classrooms and have time to get to know their new class teachers.

2. Equal Opportunities

The **Equal Opportunities Policies** apply to every staff member, parent, carer and child. Each person is valued as an individual, with differing social, intellectual and cultural backgrounds. Different needs, likes, dislikes, similarities and differences are respected and accounted for.

- We endeavor to ensure that no one at the School is subjected to discrimination, racist comments or gender bias. Cultural and religious diversity is respected. In line with Spiritual, Moral, Social and Cultural development of pupils (2014) the School will actively promote fundamental British Values, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

- We sensitively collect relevant information from parents concerning their child's specific needs, for example; emotional, medical, cultural or religious. This information is recorded and shared with other members of staff where appropriate.

- Parents of children for whom English is an additional language will be offered support, either spoken or written, if appropriate.

- We recognise and raise children's awareness of a variety of festivals and special events each year from cultures represented within our community and outside.

- During play, we encourage children to respect and value each other.

- We discourage children from making hurtful and unkind remarks by modelling the correct approach. Staff ensure that children are helped towards understanding that it is wrong to judge someone because of their gender, race, beliefs, disability or social background. We explain why, talk things through and praise positive behaviour.

- We challenge and deal with inappropriate practices and attitudes promptly and all staff work together to ensure the safeguarding of children (using as reference the DfE document Keeping Children Safe in Education (KCSIE) updated 2025.)

- Volunteers, local speakers or personalities who reflect the diversity of the local community are invited to visit the setting.

- Our curriculum plan takes into account each child's individual route to learning through observation and EYFS Profile next steps.

- We give the children equal opportunities and equal access to the full range of activities available, including visits and trips outside the setting. The School will include economic education alongside respect for other people with particular regard to the Protected Characteristics of: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion and belief; sex and sexual orientation.
  (Economic Education and Equality Act 2010)

- We monitor activities on a regular basis to ensure that every child has freedom of choice, time for discovery, and support, when it is necessary.

- For further information, please refer to the School's **Equal Opportunities Policies**.

3. Positive relationships

At the School the Reception class has a full-time qualified teacher as well as a full-time teaching assistant. Smaller class sizes enable children to develop positive relationships and a secure attachment with adults, enabling them to feel safe and have their emotional needs supported.

Staff at the School seek to be warm, approachable and sensitive to children's needs, feelings and interests. Consistency in setting clear boundaries is paramount to ensuring that the children are aware of the behavioural expectations and conduct both in the classroom and when moving round the School.

4. Parents

We recognise that parents are the child's first and foremost educators and we wish to

develop strong links with each child's family right from the start. We do this by:

- Providing parents with information regarding our provision through the pupils' reading records, e-mails, newsletters, learning portfolios, handbooks, the School's website and regular information evenings.

- Annual Curriculum Meeting: All parents of Reception children are invited to an annual curriculum meeting at the start of the Autumn Term, when the aims of the year's curriculum, the topics that will be studied and the methods of delivering the curriculum through play, structured activities and outdoor activities will be briefly explained.

- Reading Record (Homework Diary): Every child is given a Reading Record from the time that they join the school. Alongside email, this is the main method for communications between parents and the School. We ask parents to write down anything relevant, that might affect their child's performance, such as a late evening. We may also use the Reading Record to suggest activities that reinforce areas of classroom work.

- Noting weekly achievements in the EYFS via an email from the class teacher, or by adding this information to the weekly Newsletter.

- Holding regular parent evenings during the year and have an 'open door' policy which allows parents and carers to share information with staff.

- Inviting parents to come and look at the classroom and the children's achievements

- Encouraging parents to share knowledge and expertise, for example by giving a talk about a religious festival, or running a group activity as a parent helper.

5. Enabling environments

We aim to create an attractive and stimulating EYFS learning environment where children feel confident, secure and challenged and which values all people and learning. We ensure that the resources available are stimulating and relevant to the children's cultures and communities. Learning through play provides rich opportunities for children to discover, question and investigate through adult led teaching and self-directed play. We model correct management of risk and support children to take and manage risk through exploration where appropriate.

6. Resources

At the School we provide the children with furniture, equipment, toys and resources that meet the teaching and learning needs for their age, as well as their social, physical, emotional, educational, spiritual and cultural needs and development.

- We make resources accessible to the children, wherever possible, so that they can choose their activities independently.

- We label all resources so that children can find and return resources and equipment safely and easily.

- We ensure the safe use and storage of resources by the children, but we also support their independence and problem-solving abilities.

- We purchase, organise and monitor equipment, toys, books and resources to reflect diversity in the immediate and wider society. We display positive images of differing races, cultures, religious, social groups, physical abilities and disabilities and gender in and around the setting.

7. The Learning Environment

At the School we make sure that the learning environment is attractive, stimulating, well organised and clean and tidy. We ensure that displays support children's learning and reflect the process of learning as well as the end result. We endeavor to make displays interactive where possible. Key targets and learning intentions are regularly displayed as well as resources to support the development of ongoing skills such as word walls. As far as possible the environment supports children's independence and choice in their own learning.

The Reception teachers regularly complete an EYFS Learning Environment Review.

8. Outdoor Play

All of the children are encouraged to use their dedicated, secure outdoor space during morning and afternoon breaks, except in the worst weather. We also plan for the use of the outdoor space for supervised learning activities, which might involve playing with water, sand, using building equipment and some ball games. Reception children are encouraged to plant and grow their own seeds.

9. The Organisation of our Setting

In our setting we are committed to organising the staff, resources and setting to ensure that we provide high quality care that meets the needs of the children. The class teacher is the Head of EYFS and the Head Teacher acts as the Head of EYFS in their absence.

We ensure that:

- The required adult:child ratios are met.

- The health, safety and security requirements as outlined in the school health and safety policy are maintained. (Please see the **Health and Safety Policy**)

- Drinking water is available throughout the day, as we fully recognise the importance of proper hydration.

- All new members of staff receive a copy of all policies and they are all discussed with them at induction and they are then involved in their implementation.

- There is a system to timetable the hours and responsibilities of staff.

- We use playtime to offer a wide range of learning opportunities.

- All records are kept securely and separately and confidentiality is respected.

- There is one Reception class with the Lead practitioner and key worker working with the children to ensure consistency of care for all the children.

- A register of children present is taken at the beginning of both the morning and afternoon sessions.

- The procedures for children's arrival and collection will ensure their safety. (The parent or carer is required to notify the School if a child is to be collected by an adult other than the person or persons that usually collect.)

- As additional protection, parents are asked to provide the School with a family password so in the event of an unknown person coming to collect a child we can ask for the family password to satisfy ourselves that the person collecting the child is sent by the parent.

- If a child is not collected at the correct time and no information regarding collection has been received, then a member of staff will telephone the contact numbers in the child's record file to ascertain who is to collect the child. From September 2025 we will request parents to provide us with more than 2 contact names and numbers where possible. If there is no response from the telephone numbers, then the Head Teacher will be alerted. For more details, please refer to the **Missing Child Policy and Procedures .**

10. Learning and developing

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

At the School we recognise that every child learns and develops in different ways. Effective learning and teaching for are supported through:

- Staff who have the knowledge of how children develop and learn, and how this must be reflected in their teaching.

- A range of approaches that provide firsthand experiences, give clear explanations and models,, make appropriate interventions, and extend and develop the children's play, talk or other means of communication.

- A carefully planned curriculum that helps children to reach their full potential towards achieving their seven Early Learning Goals by the end of the EYFS year.

- Provision for children to take part in activities that build on and extend their interests and develop their intellect, physical, social and emotional abilities.

- The encouragement of children to communicate and talk about their learning and to develop independence and self-management.

- Supporting learning with appropriate accessible space, facilities and equipment both

indoors and outdoors, including the effective use of ICT and development of computing skills.

- The identification, through observations of children's progress and future learning needs, which are shared with parents.

11. Visits

We organise excursions to the local area and other local amenities for which we request parents' blanket permission. These are designed to help the children to acquire a basic understanding of our traditions, of the natural world and of the importance of other cultures. We require your signed permission each time our visits go outside the local area. We will send you an email well in advance, telling you about every visit and whether it involves an extension to the normal length of the school day. Our policy on **Educational Visits Policy - EYFS** is available from the School on request. A rigorous risk assessment of each trip is always carried out in advance of any trip.

12. Learning through play

At the School we understand the value of providing opportunities for children to learn, explore and develop their knowledge and understanding of the world through a range of play-based activities. It is the process through which children can explore, investigate, recreate and come to understand their world. Play is a vital component of children's lives, essential for physical, intellectual, linguistic, emotional, behavioural and social development.

We have developed a programme which presents a careful balance between adult led and adult guided activities as well as child-initiated activities. Children in the EYFS learn by playing and exploring, being active and through creative and critical thinking which takes place both indoors and outside. The staff work together to ensure that all seven areas of learning are covered through well planned practical learning experiences.

13. Principles of High Quality Play

- Play is an intrinsic part of children's learning and development.
- Play has many possible but no prescriptive outcomes.
- Play challenges children and offers them the chance to learn in breadth and depth.
- Play draws on what children already know and can do and enables them to master what is new.
- Play enables children to apply existing knowledge and to practise their skills.
- Play encourages children to communicate with others as they investigate or solve problems.
- Play offers children opportunities to explore feelings and relationships, ideas, and materials, connections and consequences.
- Play empowers children to make choices, to solve problems and to be independent

in their learning.

- Play enables children to express fears or relive anxious experiences in controlled and safe situations.

- Play encourages children to struggle, to take risks and to become resilient as learners.

- Play can be supported and extended but not interfered with by adults.

- Play presents no barriers to children because of their language, cultures, abilities or gender.

14. The role of the adult during play is:

- To observe child-initiated play to get to know the children better so that they can understand them and provide resources that develop children's interests and meet their needs.

- To evaluate the effect of provision and to plan and resource a challenging indoor and outdoor environment.

- To support children's learning through planned play activity.

- To extend and support children's spontaneous/self-initiated play.

- To extend and develop children's language and communication in their play.

15. How the curriculum is organised at the School:

- We offer the children a broad and balanced curriculum which follows the (statutory) Curriculum Guidance for the Early Years Foundation Stage.

- We offer a variety of activities, both planned and free choice, which provide opportunities to learn through play.

- We run a carefully planned programme of themes/topics throughout the year to ensure that the children are given a wide range of active, real-life and everyday experiences to enhance their learning about their world. These themes/topics are chosen to reflect the children's interests and include visits in and around the locality.

- We offer a mixture of active and quiet times throughout the day, and the children have opportunities to participate in both indoor and outdoor activities.

- We take every opportunity to develop children's communication skills in speaking and listening.

- We encourage children to look at books and we seek opportunities to read stories to, and with, them.

- We aim to ensure that each child has an opportunity to practise their decoding skills and read 1:1 with an adult regularly over the week.

- We develop early mathematical skills and promote economic understanding through everyday routines, as well as through planned experiences and games.

- We provide activities which engage the children in problem solving and investigation.

- We stimulate the children's imaginative and creative development through a range of activities, including: role play; a variety of painting, modelling and drawing experiences, both planned and free-choice; singing and dancing to music, as well as listening to music and playing instruments.

- We encourage children to make choices and decisions during free play. We also expect them, supported by adults, to take appropriate responsibility for the care and maintenance of resources.

16. Planning & Record-Keeping

- The 7 areas of learning are used to plan each child's learning and activities at the School. Our planning is designed to be flexible so that we can follow each child's unique needs and interests. Planning documentation includes the long-term plan for the year.

- Medium-term plans outline each topic/theme. This ensures breadth and balance of the curriculum, and run alongside a variety of planned and free choice activities.

- The Reception staff meet weekly to assess and evaluate the previous week's teaching and learning, as well as the children's progress and development.

- Detailed weekly plans are made while maintaining a level of flexibility to ensure that new skills, knowledge and concepts have been fully appreciated by the children.

- Planning is differentiated for children who are at different levels of ability. Weekly plans are made available for support staff to read and use.

- Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

- Central Storage of Records: we store our records securely for our pupils on the School's servers, the Engage management information system and on the Tapestry online learning journal. Parents are welcome to see and comment on the folders of their children's work available in their classrooms. Class teachers are responsible for making sure that these records are updated regularly, and that the information is shared with parents and carers on a regular basis e.g. books, reading records, parent/teacher meetings and daily contact with parents/carers. When a child leaves Reception the learning journal records held on Tapestry are deleted.

NMS which operates the School is registered under the Data Protection Act 2018 and the

School complies with its provisions. For further information, please see the **Privacy Notice** available on the School website.

Assessment

All staff make observations on progress and achievements and record these in the child's own learning journey which is online and shared with parents who are actively encouraged to add their own photos, comments and observations about the development of their child. This information is used to plan appropriate activities that will aid the children's development, and is shared with other staff to ensure continuity of learning and care. It is also used to assess the effect of provision.

- Children's learning is marked or assessed regularly in accordance with the School's marking policy. Every effort is made to ensure that children are aware of what was positive about their previous learning, as well as how to improve next time.

- Within the first 6 weeks that a child **starts Reception**, staff will administer a Reception Baseline Assessment (RBA).

- At the end of a child's year of EYFS education, we complete a detailed "EYFS Profile" on them which summarises their learning and development against the 7 areas of learning. Parents receive their own copy, which we will discuss with parents alongside a fuller school report.

- Pupils are assessed against the 17 early learning goals, indicating whether they are:
    - Meeting expected levels of development
    - Not yet reaching expected levels ('emerging')

This is clearly communicated to parents alongside their child's end of year report.

- The profile is moderated internally (referring to the Development Matters guidance) and in partnership with our sister school at NMS, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority when requested.

- Year 1 teachers are given a copy of children's profile reports to help inform a dialogue about each child's stage of development and learning needs.

Behaviour

Children need to learn how to cope with strong feelings and what is, or is not, acceptable behaviour. We support children in managing their feelings and coping with difficult situations. (Please also see the School's **Behaviour Policy**)

- We encourage and praise children for behaving appropriately.

- We always treat children with respect and model appropriate ways to behave with others.

- We acknowledge that children have strong feelings that they may not know how to express. We help them to talk about what these feelings are and how to deal with any situations that arise.

- We support children in resolving conflict by talking through the effects of their behaviour on others and helping them to work out appropriate behaviour.

- When inappropriate behaviour occurs, we ensure that the child knows that it is the behaviour that is unwelcome, not the child.

- We plan activities which allow children to explore right and wrong in a non-threatening context.

- Children in Reception attend whole school assemblies where learning as well as behaviour are celebrated and promoted. Children are rewarded for good behaviour through earning individual and class points.

- Negative behaviour is addressed in a calm and dignified way – this is a non-shouting school. Children are given three warnings and where the behaviour continues there is an appropriate consequence decided by the class teacher or teaching assistant.

17. Children's screen use

The School has regard to the Department for Education's guidance on screen use in early years settings. Screen use within the EYFS is limited, carefully planned and linked to a clear learning and development purpose. It is not used routinely to occupy children, manage their behaviour or replace high-quality interaction with adults, active play, outdoor learning, stories or practical experiences.

Any digital content used with children will be checked in advance to ensure that it is safe, age-appropriate and suitable for its intended educational purpose. Children will not access screens without appropriate adult oversight and engagement. Where screens are used, adults will support children to think, talk, respond and interact with the content rather than view it passively.

The School will take account of the recommendation that total screen use for children aged two to five should be limited to no more than one hour each day and should be less where possible, recognising that children may also use screens at home. Screen-based assistive technology may be used where it supports the individual communication, learning or accessibility needs of a child with SEND.

Children will be taught, in an age-appropriate way, about technology and how to use it safely. The use of personal devices, cameras and equipment with imaging or sharing capabilities is governed by the School's safeguarding and online-safety policies.

18. Medical Care, Medication & Safeguarding

Although your child will normally receive medical care from your family GP practice, we hold medical information on all our pupils, particularly regarding allergies, in order to ensure that we can provide appropriately for their needs, or look after them if they are injured or have an accident. We therefore require parents to complete and return the medical questionnaire before starting school and alert the school to changes to their child's medical conditions.

Please see our **Medical Questionnaire Policy**; our **First Aid Policy** provides more details on different medications and what we can do to help.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

We follow statutory guidance for safety around supervised tooth brushing.

Dogs on the premises
Dogs prohibited under section 1 of the Dangerous Dogs Act 1991, including dogs of a prohibited type for which an exemption certificate has been issued, must not be kept or present on the premises while EYFS provision is taking place. Any other contact between children and animals will be appropriately risk assessed and supervised.

The rest of our safeguarding and welfare procedures are outlined in our **Child Protection and Safeguarding Policy** our **Staff Code of Conduct Policy** . please also see **Appendix 2** for details on **Intimate care, Supervision of eating** and **Safe Sleeping Arrangements** in the EYFS setting.

19. Complaints

We hope that parents will not feel the need to complain and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's **Complaints Policy** is on our website. We will send you copies on request. All complaints will be handled seriously and sensitively. They will be acknowledged within five working days if received during term time and as soon as practicable during holiday periods. It is in everyone's interest to resolve a complaint as speedily as possible. In the case of a complaint regarding EYFS the School will complete the formal stages of the procedure within 28 days.

Although the Independent Schools Inspectorate (ISI) is responsible for inspecting the EYFS setting, because it is part of an independent school, parents should be aware that if they are dissatisfied with the outcome of a complaint, they are entitled to make a complaint directly to Ofsted. They can download the Ofsted leaflet: "Complaints to Ofsted about Schools: Guidance for Parents" reference 080113 from http://www.ofsted.gov.uk/resources/complaints-ofsted-about-schools-guidance-for-parents

Mia Santa-Humfrey
Head Teacher
September 2026

Review approved by Deborah Livsey CEO
New Model School Company Ltd
September 2026

Next Review Date: August 2027

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory procedure for the EYFS	Where can full details be found?
Safeguarding policy and procedures, including safer recruitment	See **Child Protection and Safeguarding Policy**
Procedure for responding to illness	See **Health and Safety Policy and First Aid policy**
Administering medicines policy	See **First Aid Policy**
Emergency evacuation procedure	See **Health and Safety Policy, Fire Risk Policy**
Procedure for checking the identity of visitors	See **Child Protection and Safeguarding Policy**
Procedures for a parent failing to collect a child and for missing children	See **Missing Child Policy and procedures**
Procedure for dealing with concerns and complaints	See **Complaints Policy**
For reporting concerns/whistleblowing	See **Whistleblowing Policy**

APPENDIX 2

INTIMATE CARE CODE OF CONDUCT for EYFS STAFF

- Staff will always be respectful of the children's safety, dignity and privacy at all times.
- Staff have all had up to date Safeguarding training and will refer to the school's safeguarding policy.
- No child with a medical condition will be discriminated against.
- If a child has a care plan then the named member of staff will attend to the child's needs.
- A child will only ever be cleaned or changed by an employed member of staff.
- Careful consideration will be given to where the child should be changed.
- Staff should ask for another member of staff to be present and be in sight.
- Parents will always be informed if a child has needed to be changed.

SUPERVISION OF PUPILS IN THE EYFS SETTING DURING MEALTIMES

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair or highchair and, where possible, in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate**.** We will also keep this information up to date and share it with all staff
- Discuss their child's progress with solid food and texture, without assumptions being made about a child's age.

Work with them to move on to the next stage at a pace that's right for their child

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's **Early Years Foundation Stage nutrition guidance**

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

Whilst Reception children are eating, there will always be a member of staff present in the room with a valid pediatric first aid certificate. In early years settings, children must be closely supervised during mealtimes to prevent choking and ensure safe eating practices. Staff should be within sight and hearing of children, and ideally, should sit or stand facing them while they eat. This allows staff to monitor eating habits, identify potential choking hazards, and intervene promptly if needed.

Key Aspects of Supervision for Safer Eating:

- **Constant visual and auditory supervision:**

  Children should be within sight and hearing of a staff member at all times during mealtimes and when eating morning break snacks.

- **Preventing choking:**

  Staff should be vigilant about choking hazards, including the size and shape of food, and ensure food sent in packed lunches is prepared safely.

- **Recognizing early signs of choking:**

  Staff are trained to recognize the early signs of choking and have received paediatric first aid training advice.

- **Preventing food sharing:**

  Supervision helps prevent the sharing of food, which could lead to allergic reactions or choking incidents.

- **Encouraging safe eating habits:**

  Staff can encourage children to chew food well, sit upright while eating, and take their time during meals.

- **Safe seating:**
  Staff should ensure that Reception children are safely seated at the lunch tables, and whilst eating their snacks in the morning. break

  Food preparation:
  Food is prepared by the caterer to minimize choking risks. For children in Early Years who bring a packed lunch parents are given clear guidance on the food preparation such as cutting grapes and cherry tomatoes into quarters and slicing cylindrical foods like cucumber and carrots into thin batons.

- **Staff training:**

  All EYFS staff are trained in paediatric first aid, lunchtime staff who assist during meal and break times are also trained in paediatric first aid and have a good understanding of choking hazards.

- **Communication with parents:**
  Parents complete a form advising of any special dietary needs and/or allergies before a child enters the school and this information is shared with the supervising staff

Any changes in this information is shared on a timely basis with staff involved in supervising mealtimes.

SAFE SLEEPING ARRANGEMENTS FOR RECEPTION CHILDREN

The School does not provide routine sleeping arrangements for children in Reception. However, it recognises that a child may occasionally fall asleep during the school day.

If a child falls asleep, a member of staff will first consider whether this may indicate that the child is unwell. The child's temperature and general condition will be checked, where appropriate, and the School's first-aid procedures will be followed if there are any concerns.

The child will be allowed to rest in a quiet, designated area of the classroom or another suitable supervised space. They will be placed on their back on a clean, firm, flat and waterproof roll-out mattress positioned on the floor and away from furniture, walkways and other potential hazards. The mattress will be suitable for the child's age, maintained in good condition and compliant with BS 7177:2008+A1:2011. Any bedding used will be clean, lightweight and appropriate for the child.

The child will not be left unattended and must remain within the sight and hearing of a member of staff at all times. A member of staff will undertake and record a visual check at least every ten minutes to ensure that the child:

- Is breathing normally;
- Appears comfortable and well;
- Is not becoming too hot or cold; and
- Has their head and face uncovered.

The child's parent or carer will be contacted and informed that their child has fallen asleep. Staff will agree with the parent or carer whether any further action is required, taking account of the child's condition and individual needs.

The mattress and any bedding will be cleaned after use and stored safely. Details of the sleep, checks undertaken and communication with the parent or carer will be recorded.