EYFS Policy

Inspire to achieve; persevere to succeed

The policy covers many of the articles from the UN Convention on the Rights of the Child. Some key articles, are highlighted below:

Article	
3	When adults make decisions, they should think how they affect children and do what is best for them.
14	Governments should make sure no one stops children from practising their religion or beliefs. Parents should guide their children in this.
17	Governments should make sure children are protected from things that could harm them.
29	Education should develop children's respect for other people's human rights. Education should develop children's respect for the environment. Children should learn about their own culture and other cultures.

Approved by:	Full Governing Body	**Date:**	09/12/2025
Signature (Chair of Committee):	Abidah Kamali	**Signatures (Co-Headteachers):**	James Fox & Anre Buchner
Last review date:		**Next review date:**	December 2026

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Section 1 Aims

This policy aims have been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life. At Gascoigne Primary School we are dedicated and determined to provide the highest quality care and education for all our EYFS children, giving them a strong foundation for their future learning.

- Children in the Early Years Foundation Stage at Gascoigne Primary school are kept **Healthy and safe** so that they can access a broad and balanced curriculum that reflects children's interests and developmental stages giving them a secure foundation for learning, development and good progress through school and life. Ensure children are prepared for year 1 and beyond.

- **Secure foundation** Dedicated staff strive to provide the highest quality care and education for all our EYFS children, giving them a strong foundation for them through planning for learning and development of each individual child and assessing and reviewing what they have learned regularly. Inspire children through high-quality teaching, enabling them to become independent and confident learners

- **Quality and consistency** in teaching and learning in the early years so that every child makes good progress and no child gets left behind.

- **Partnership** is strong between staff and parents/carers, for the benefit of the child and recognising parents and carers as children's first educators.
- **Equality of opportunity** and anti-discriminatory practice to ensure that every child is included and supported. Celebrate each child's unique strengths, needs, and cultural background.

- **Uphold the rights of the child** as stated in the UNCRC, including Articles 28 (right to education), Article 31 (right to play), and Article 3 (best interests of the child). When decisions about a child is made by adults at Gascoigne school around a child whether it is on legal or ethical grounds the child's overall well-being, safety, and development, physical and emotional needs, relationships, and when appropriate, their views are considered.

Section 2 Mission Statement

At Gascoigne Primary School we are committed to ensuring equality of educational opportunities and support for all pupils, parents, and carers. We have high aspirations for all pupils, and particularly for those that come from disadvantaged backgrounds and are vulnerable. We put children's best interests at the center of all decisions and approaches taken by staff. We aim to provide a fully inclusive school in which every person feels proud of their identity and can participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach, and visit here.

Section 3 Legislation / Guidance

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS), effective from 1 September 2025.

The policy follows the necessary guidance in **Development Matters (**non statutory guidance for early years practitioners)
https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf

Section 4 Structure of EYFS

"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." (Statutory Framework for the Early Years Foundation Stage, Department for Education 2025)

The Early years foundation stage (EYFS) applies to children from birth to five. At Gascoigne, children join our Nursery in the term following their third birthday. In partnership with parents and carers, we enable children to begin the process of becoming active learners for life.

Nursey places at Gascoigne School are offered full time (30 hours) and part time, either morning or afternoon (15 hours), this includes including statutory fully funded sessions for 3–4-year-olds. More information on places available at Gascoigne is set out within the Nursery admissions policy.

There are 5 reception classes at Gascoigne School. Admission to our reception class is allocated through LBBD admissions.

Section 5 The Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework. The EYFS curriculum is a fundamental part of the overall Gascoigne Curriculum. The content of the EYFS curriculum is similarly driven by our school's four key holistic character development life skills principles **Ourselves, Our World, Our Education, Our Rights,** that are developed throughout a pupil's Gascoigne journey.

Gascoigne Primary School is a Rights Respecting School; Article 28 states '**Every child has the right to an education'**; Article 29 states '**Education must develop every child's personality, talents and abilities to the fullest.** Article 3 **The best interests of the child** are met in all decisions and actions concerning a child. A child's needs and well-being are the primary considerations, ensuring their rights and development are protected and promoted by all adults. We provide a rich and relevant EYFS curriculum which is essential to fulfil these rights. Our curriculum is progressive and coherently planned to incorporate child choice and to build upon children's current knowledge.

We develop a love for learning by:

• Carefully planning sequences of learning sessions that provide meaningful moments and learning experiences, developing each of the child's characteristics of learning.

• Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.

• Using high quality questioning and interactions to check understanding and address misconceptions.

• Staff acting as role models to the children, building good relationships and report with pupils so that children develop their confidence to grow as learners develop their oracy skills, able to communicate their thoughts and wants and be heard.

• Developing an effective and engaging environment that is set up so that children can access all areas of learning both inside and outside at any one time.

• Providing a safe and supportive learning environment in which the contributions of all children are valued.

• Allowing children to be successful in their attempts at an activity and using effective feedback to help facilitate the next steps in learning.

• Suggesting home learning opportunities with information about what has been taught, allowing parents to build on their child's school experiences, at home.

Section 6 The EYFS four principals

Section 6.1 A Unique child

We recognise that every child is unique and that they develop in their own way and at different rates. Our staff use observations and knowledge of early years of pedagogy skilfully to support children in the next steps of their learning.

The 'Characteristics of learning' are developed and embedded by learning through play in continuous provision and through structured adult led and independent interactions with attentive and experienced adults which develop deep sustained shared thinking.

Section 6.2 Positive relationships

We believe it is vitally important to develop a partnership between all adults involved with each child. By working together, we can gain knowledge of the 'whole child' to assist their future learning needs.

Each child has an assigned 'Key worker' who works more closely with them to observe progress and is also central in providing consistency for children within their care and learning. Positive relationships are key to every child's education. We pride ourselves in developing excellent working relationships with parents; understanding their role as the first educators of their children.

Section 6.3 Enabling environments

In the Early Years Foundation Stage, we recognise that the environment plays an important role in supporting and extending the children's learning and development. We provide the children with a nurturing environment which allows them to explore and learn securely and safely where there are areas to be active or quiet and reflective. A well organised and stimulating provision, both indoors and outdoors, encourages creativity, independence, self-belief and confidence. The provision in the learning environment provides children with opportunities to develop positive relationships and resilience.

Section 6.4 Learning and development

Through play, our children can have a range of first-hand experiences, practice skills, develop ideas, and think creatively alongside other children as well as individually. We encourage our children to communicate with others as they investigate and solve problems.

The EYFS framework includes **7 areas of learning and development** that we must teach. All areas of learning and development are important and interconnected. Three areas, known as the prime areas, are seen as particularly important 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

We also facilitate well-planned learning opportunities in 4 specific areas which help strengthen and develop the 3 prime areas, and ignite the children's curiosity, enthusiasm and progress in;

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

Section 7 The Characteristics of effective learning

We incorporate the characteristics of effective learning (COEL) into all teaching and learning experiences. Staff consider 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.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice:

Playing & Exploring

Our children explore and develop learning experiences through play, which helps them make sense of the world. Children apply skills, taught by practitioners, through planned and child-initiated opportunities.

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning. We plan educational visits related to the children's learning in both Nursery and Reception to enhance their learning by providing real-life experiences and a wide range of different learning opportunities.

Creativity & thinking critically

Children are given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas, and asking open-ended questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning. The children are taught the skills required in the EYFS through half-termly topics which are coherently planned to build upon the children's current knowledge and understanding by a cumulative sequence of lessons. The pupils are encouraged to ask questions about what they are learning, and this information is used to plan subsequent lessons. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them.

Refer to Monitoring and quality assurance policy / Teaching and learning policy / Marking and feedback policy

Section 8 Specific curriculum / subject specifics

Section 8.1 Language rich curriculum

At Gascoigne Primary school we promote a language-rich curriculum in our Early years and know that this is essential to the successful acquisition across the curriculum. The development of speech and language is identified as one of the most important parts of our schools' early years' curriculum.

Our school's inclusion team and a Speech and Language Therapist work closely with the Nursery and Reception staff to screen the pupil's level of understanding and vocabulary on entry and plan. Literacy is taught with a key focus to developing children's communication and language, reading, and writing. A range of quality texts, role-play, and drama props are

used to develop an understanding of stories and teach about characters and settings. Children transfer the ideas by creating (drawing, imitating) story maps which help to retell a story and draw upon language.

We use the Voice 21 Oracy principals, adapted for young learners in the EYFS.

Section 8.2 Reading at the heart of the curriculum

We believe that reading is the key to all other learning and are committed to giving children the best opportunities to become confident readers. We do this by ensuring that high quality phonic sessions are taught daily using the whole school approach of Read, Write, Inc. Children's individual reading books in reception (home reading) are closely matched to their phonic ability.

We encourage parents to listen to their child read daily to promote enjoyment and love of reading. Children also take part in a shared story session each day. During this session, staff read a range of books including fiction, non-fiction, and poetry. We understand that children need a vast range of vocabulary to succeed in life. Therefore, we place huge importance on the development of children's oracy and vocabulary.

We ensure that staff are skilled in assessing early speech and language development and have the expertise to support children in being able to communicate their thoughts and ideas and explore the meaning of new words.

Refer to Reading policy

Section 8.3 Oracy through Voice 21

Gascoigne School is part of the voice **21 schools'** program. All staff at Gascoigne are highly trained to teach oracy and modal good oracy practice and vocabulary development to support their communication language speaking and listening. Oracy lessons are modelled and explicitly taught in all curriculum areas.

Refer to Oracy policy

Section 8.4 Maths Mastery approach (NCTEM)

Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration and in adult lead activities. These collaborative and practical mathematical experiences are carefully designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts. Teaching Mathematics in such a kinesthetic and practical way, supports our children to become logical problem solvers that can demonstrate resilience and justification when learning.

Pupils learn through a balance of child-initiated and adult-directed activities and challenges. Each area of learning and development is implemented through well-planned, purposeful play, and a mix of adult-led and child-initiated activities. Our staff follow the 'teach-model-practice-apply' model for children to consolidate skills and then apply them independently through self-initiated activities. Staff respond to each child's emerging needs and interests and guide their learning and development through warm, positive, and focused interactions.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities. When taking part in more adult-led activities, children are provided with verbal feedback at the point of learning to address misconceptions and to provide further challenge

Section 8.5 Oral health and toothbrushing

We promote good oral health, as well as good health in general, in the early years by planning teaching sessions that allow children to understand healthy eating and hygiene.

- The effects of eating too many sweet things
- The importance of brushing teeth
- The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy

To promote children's Health and Wellbeing at Gascoigne we provide an EYFS setting that is welcoming, safe, and stimulating, where children can grow in confidence. Health and Hygiene is promoted through our EYFS curriculum, children are taught about and encouraged to develop good habits related to their: Oral health care, Personal hygiene, e.g. the importance of hand washing, Healthy eating, and Physical and mental wellbeing. Children 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.' see 3.1 Statutory Framework for the Early Years Foundation Stage (2025)

Section 9 Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability, or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We work closely with the parents/carers of our high achieving children to ensure that their individual needs are met, and their talents are fostered.

We ensure that these children are challenged appropriately to reach their full potential. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents/carers and outside agencies. We have an Inclusion team in school who supports us with any additional needs a child may have.

Refer to Inclusion and SEND policy

Section 10 Behaviour and developing positive behaviour

In the EYFS, we provide a foundation on which self-regulation develops. This includes attuned communication right from the start, truly listening and responding to needs and feelings being communicated, and co-regulating children's emotional state. Co-regulation is a necessary precursor to self-regulation. "For young children, co-regulation also has both emotional and cognitive aspects. It includes adult modelling calming strategies and naming and talking about feelings and ways to manage. This helps children learn to recognise their feelings and builds their cognitive awareness of strategies to reduce or manage extremes of emotion. At the same time, adults' scaffold cognitive self-regulation by talking with children about thinking and learning", (Birth to 5 matters)

First and fore most we accentuate the positive behaviors by praise and using the **Kind Hearts** recognition system. **Kind Hearts** values stand for

H-Honesty,

E-Everyone valued,

Aspiration,

Respect,

Teamwork, and

Strength.

In the EYFS at Gascoigne Primary School, children's positive and personal social behaviors are recognised and explicitly taught. Staff highlight pupils when they see these qualities and are rewarded daily in the continuous provision and classrooms using the language of kind **HEARTS** *Thumbs up points* using 'Marvelous Me' app throughout the school. The app creates a buzz around the demonstration of KIND HEARTS, developing a positive momentum for promoting these behaviors. In addition, in Nursery we have a Kind HEARTS tree which is visible for children to always see and collect heart badges to hang on the tree. All points and badges stay within a child's 'memory book'. This gives a breakdown of what has been celebrated across the school journey. Half termly assemblies to award bonze/silver/gold certificates to individual pupils for accumulated points. These are also awarded as badges. Parents are involved in the app and invited to award ceremonies.

Specific Kind Hearts desirable qualities noticed by staff will encourage and develop positive attitudes and behaviors. In Nursery, the Kind Heart Pet Bear helps support children to learn the Kind Heart attributes and apply in school. All children get the opportunity to take the Kind Heart Pet Bear home on the weekend to model the Kind Heart values on the Class pet. Through the delivery of a well-planned, child-led, and challenging curriculum, pupils leave

the Early Years Foundation Stage as independent learners, with transferrable skills that will stand them in good stead as they enter Key Stage One.

Refer to school positive behaviour policy

Section 11 Planning

Our staff are ambitious for all children, and plan activities and experiences for the children that enable them to develop and learn effectively. To do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also consider the individual needs, interests, and development of each child in their care, and consider whether the child needs any additional support. They use this information to plan a challenging and enjoyable experience.

Where a child may have a special educational need or disability (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. Staff plan interventions for children that are below age-related expectations. These are updated on class 'gap maps'.

In planning and guiding the children's activities, staff reflect on the different rates at which children are developing and take these into account.

Section 12 Teaching

Staff ensure that the children experience the 3 key characteristics of effective teaching and learning: playing and exploring; active learning; and creating and thinking critically. They respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As the children grow older, and as their development allows, the balance gradually shifts towards more focus on teaching essential skills and knowledge in the specific areas of learning, to help the children prepare for Key Stage 1.

Refer to Teaching and Learning Policy / Monitoring and Quality Assurance Policy / Gascoigne Curriculum policy

Section 13 Transitions

Transitions (see EYFS transition policy; EYFS admission policy) are carefully planned for, and significant time is given to ensure continuity of learning and care. At times of transition, we

acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings. Children transitioning to Nursery and Reception: Children attend several introductory sessions with their parents/carers to develop familiarity with our setting and practitioners.

Our EYFS staff also visit the local nurseries and preschools in return and meet with professionals to ensure a smooth transition into school. Children transitioning into Year 1: At the end of the EYFS, our Reception teachers meet with the Year 1-team to discuss the individual children and their specific needs. The children's Learning journeys are passed onto the Year 1- teachers to ensure continuity into year 1. Children spend a few sessions towards the end of the school year in their new Year 1 classroom; playgrounds and links are set up for Year 1-pupil "buddies".

Section 14 Assessment

Section 14.1 Assessment and Observation

Ongoing assessment is an integral part of our teaching and learning processes. EYFS practitioners build a full picture of children's interests, abilities, and needs through observational assessment. This involves developing an understanding of children's learning by watching, listening and interacting as children engage in everyday activities, events and experiences, and demonstrate their specific knowledge, skills, and understanding in their play. These observations then lead to the direction of planning and provision. Relevant and significant observations are recorded in children's Learning Journeys. Staff also consider observations and feedback shared by parents and/or carers.

Section 14.2 Statutory assessment

• Reception Baseline assessment (RBA) -Within the first 6 weeks of a pupil's start in Reception, staff will administer the Reception Baseline Assessment.

All formative and summative assessments are added onto Sonar platform.

• At the end of the Reception year/EYFS, staff complete the EYFS profile for each child.

• EYFS profile: Pupils are assessed against the 17 early learning goals, indicating whether

they are:

- Meeting expected levels of development

- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools and our PACE schools, to ensure consistent assessment of

judgements. The profile will be shared with parents/carers and Year 1 teachers along with a summary of the child's skills in relation to the three key characteristics of learning

At Gascoigne Primary School, in the EYFS, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their progress, development, and interests. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers and keep them up to date with the child's progress and development. Staff will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

Staff review their progress and provide parents and/or carers with a written summary of the child's development in all prime and specific areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed. It also focuses on any areas of possible concern, which may indicate a disability, special educational need, or developmental delay. The progress check will describe the activities and strategies that the school intends to adopt to address any issues or concerns, involving parents and/or carers and other professionals as appropriate.

Within the first 6 weeks that a child **starts reception**, staff will administer the reception baseline assessment (RBA). [The requirements for the RBA are set out in Annex B of EYFS statutory framework]

In the final term of the academic year in which the child reaches age 5, staff complete the EYFS profile for each child (before 30 June in that term). Each child is assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

We share the EYFS profile of the child's year 1 teacher. This helps to inform a discussion between reception and year 1 teachers about the child's stage of development and learning needs and helps with planning activities in year 1.

The school shares the results of each child's 'progress check' and EYFS profile (but not the reception baseline assessment) with their parents and/or carers.

In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might stay in EYFS provision beyond the end of the academic year in which they turn 5. In these exceptional cases, we will continue to assess the child throughout their time in EYFS provision and complete their profile at the end of the year before they move into year 1.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment of judgements. We submit EYFS profile data to the local authority on request.

Section 14.3 Data Analysis and Pupil progress

After each round of summative assessment, the data is analysed, and action points are created to meet the needs of all children. EYFS leaders regularly meet with practitioners to discuss the progress of all children.

Teachers use formative assessment daily to adapt provision to meet the needs of all learning, ensuring developmentally appropriate challenge for all.

SLT and teachers meet for termly pupil progress meetings.

Section 14.4 Record keeping

Class Floor books are used in the EYFS to:

• celebrate learning and showcase the new skills and knowledge children acquired through a topic.

Demonstrating pupil voice and key vocabulary learnt during a topic.

• act as a platform for children to share their ideas for learning experiences. These ideas are then used to inform our short-term weekly planning, alongside our observations which identify areas to focus on. We always remain flexible to allow for unplanned circumstances and children's responses.

Reception pupils' progress in Maths and Writing is recorded in an individual Writing and Mathematics book.

Section 15 Working with parents and carers

We recognise the importance of parents/carers as children's first educators. We believe that it is important that all Early year's practitioners work in close partnership with parents and other stakeholders. When parents and practitioners work together, the results have a positive impact on a child's development and learning. Parents and/or carers are kept up to date with their child's progress and development on a regular basis through regular, informal discussions with a key person, the "Seesaw"-app and parents are

also invited to attend termly parents' consultations.

We offer parents workshops throughout the year to support parents' understanding of child development and teaching and learning in the EYFS.

Currently, we provide the following workshops to support:

1. Developing Independence

2. Early Reading

3. Learning through play

4. Mathematics and games

5. Health and Hygiene related to young children.

6. Healthy eating

7.Physical development and fitness/wellbeing

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate. We welcome and actively encourage parents to participate in their child's education and care in numerous ways.

• Always being welcoming and approachable and having an open-door approach for parents to voice concerns/ask questions.

• Holding information evenings before children start school.

• Talking about their child's interests and needs during our introductory sessions in school and at our home visits are carried out each July.

• Inviting parents into school weekly for our 'Come and Play sessions' and termly for our 'Come and Learn with Us' afternoons;

• Attending class assemblies and "Beautiful outcomes"- events in school where learning is celebrated

• Welcoming parents as volunteers in our school.

We recognise that children learn and develop well when there's a strong partnership between our staff and each child's parents and/or carers.

We keep parents and/or carers up to date with their child's progress and development. The progress check and EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to make sure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

We ask parents/carers to provide more than 2 emergency contact numbers for their child (where possible).

Section 15 Staff / Supervision

The supervision process is in addition to regular staff appraisals and other opportunities for staff training. Supervision is a formal and recorded process through which the professional actions of staff are examined and regularly reviewed. It provides a recorded system of

decision-making that is regularly audited to improve practice and to improve outcomes for those with whom we are working.

Supervision also enhances and supports individual practice, acting as a means of ensuring that members of staff have access to the support, training and procedures required for professional growth and development.

Supervision enables the EYFS leadership team and practitioners to examine and reflect on the quality of practice. Effective supervision promotes good practice that promotes safeguarding, placing the child at the center.

All staff will be expected to show Adaptive teaching practices (including Rosenshine's Principles and Universal Design for Learning). Follow research-led pedagogy for developing pupils' oracy skills. Be reflective practitioners in relation to planning and maximise pupil outcomes. Practical learning, including through the effective use of provision outside the classroom.

Section 16 Whistleblowing

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

Refer to Whistle blowing policy

Section 17 Malicious or vexatious allegations

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern. If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

Refer to Malicious or vexatious allegations policy

Section 18 Safeguarding and welfare

Refer to school safeguarding policies.

At Gascoigne we:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures

- Renew training every year, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns
- Outline how training is delivered, and how staff are supported to put it in place, in our child protection and safeguarding policy.

Our designated safeguarding lead's (DSL) will:

- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

Section 18.1Safer recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references

See our safeguarding policy for details of our safer recruitment procedures.

The daily experience of children in Early Years' settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills, and knowledge, and a clear understanding of their roles and responsibilities.

At Gascoigne primary school we ensure that all staff receive induction training to help them understand their roles and responsibilities.

We follow safeguarding and welfare requirements to provide a welcoming, safe, and stimulating environment where children can enjoy learning and grow in confidence.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

Refer to child protection and safeguarding policy for more information.

Section 18.2 Responding to allegations or concerns

If allegations or concerns are raised, the steps set out in the school's complaints policy will be followed.

Section 19 Staffing ratios

We ensure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

For children aged 3 and over:

Where a person with qualified teacher status, early years professional status, or early years teacher status is working directly with the children, we have at least 1 member of staff for every 13 children. At least 1 other member of staff holds an approved level 3 qualification or has received approval to be included in the ratios at level 3. Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children and 1 member of staff in that team holds and is approved to have a level 3 qualification.

For classes where most children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children

- At least 1 member of staff is a schoolteacher as defined by section 122 of the Education Act 2002
- At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status
- We comply with infant class size legislation and have at least 1 teacher per 30 pupils.
- We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

Section 19.1 Paediatric first aid (PFA)

We have always at least 1 person with a current pediatric first aid (PFA) certificate on the premises and available when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

Section 19.2 The Designated safeguarding team

We have a team of DSL's who have lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework

Section 20 Pupil absence

We're required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

See our attendance policy

Section 20 Safer eating

While children are eating, there will always be at least 1 member of staff in the room with a valid Pediatric 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/hearing of a member of staff while eating and seated safely in an appropriate chair or high chair 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 foods
- 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 act as appropriate.

Section 21 Accident or injury

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep a written record of accidents or injuries and any first aid treatment.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

Section 22 Safety of premises

We make sure that our premises, including overall floor space and outdoor space, are suitable for the age of children we care for, and the activities provided on the premises. We comply with the requirements of health and safety legislation, including fire safety and hygiene requirements.

See relevant risk assessments

Section 23 Intimate care, toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities
- An adequate supply of necessary items such as clean, towels and spare clothes
- Separate toilet facilities for adults

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs (see Intimate care policy)

Intimate care is any care which involves washing, touching or carrying out an invasive procedure (e.g supporting a child whilst they are toilet training). Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs, and it is important that staff work in partnership with parents to give the right support to an individual child.

Refer to intimate care policy

Other related policies

This policy should be read in conjunction with the following policies:

- Safeguarding
- Monitoring and quality assurance
- Intimate care
- Gascoigne curriculum
- Teaching and learning
- Complaints policy

- Whistleblowing policy