



Old Fletton Primary School

EYFS Policies V4

Behaviour Management	Page 2
Accident Procedure	Page 3
Sharing Information	Page 4
Evacuation Procedure	Page 5
Sick Children	Page 6
Notifiable Diseases	Page 7
Lunchtime arrangements	Page 8
Food and Drink	Page 9
Sun Safety	Page 10
No Smoking	Page 11
Toileting & Intimate Care	Page 12

Early Years Foundation Stage

Behaviour Management Policy

1. It is important for the safety and the enjoyment of the children that discipline is maintained through the setting of clear boundaries.
2. Children are involved in a discussion about behavioural expectations upon starting Nursery and Reception to draw up a set of clear rules to which we will all adhere. These are based on the whole school ethos of CARE.
3. Children are encouraged to show prosocial behaviour and will be given lots of support to learn how to do this. If a child is not being prosocial, they will be reminded of the expectations and why they are important. They will be given the support they need in order to change their behaviour to prosocial behaviour.
4. Any child who displays persistent unsociable or aggressive behaviour should be withdrawn from the group or activity in order to calm down. Their behaviour will be discussed with them once they have calmed down and they will be supported on how to make better choices next time. The child must not be left alone or be out of sight. Sentence removed. This will be done in line with the whole school behaviour policy including the completion of paperwork.
5. If a child then continues to behave in an inappropriate way the whole school behaviour policy will be followed. This may include the child having a discussion of their behaviour with the Head or Deputy. In nursery, the discussion may be with the EYFS lead.
6. Any behaviour which requires the child to be removed and spoken to will result in the parents being informed at the end of the session/day.
7. If a child needs to be physically removed from a situation or restrained for his/her own safety or the safety of other children, there must always be two adults present. All actions must be clearly verbalised to the child and the witness and should be fully recorded on the relevant paperwork. Parents or guardians must be informed of the action taken when they collect their child by the senior member of staff on duty. This is in line with the whole school policy. Mr Dickson and Ms Smith are the designated adults trained to restrain.
8. If children are persistently disruptive, unsociable or aggressive or do not respond positively to the above actions, the class teacher will discuss the situation with the parent/guardian and the completion of Early Prognosis will be undertaken by Mr Dickson or Ms Smith.
9. The use of corporal punishment (smacking, slapping, shaking or deprivation of food or drink) is strictly forbidden. As far as it is reasonably possible, staff shall ensure that corporal punishment is not given to any child for whom they provide early years provision by:
 - Any person who cares for, or who is in regular contact with children;
 - Any person working on the school premises.
10. Staff should endeavour to actively teach and encourage prosocial ~~positive~~ behaviour using modelling, affirmation and encouragement. The aim is to build self esteem and give children the tools to manage their own behaviour. Activities will be planned that allow the children to achieve the age related expectations set out for managing feelings and behaviour (Development Matters). In line with whole school policy, house points will be awarded for positive behaviour and certificates may be given out.
11. Where it is appropriate, staff will facilitate and help children to sort out their own disagreements in a positive way and to encourage them to take responsibility for their own actions.
12. The named practitioner for behaviour management is Neal Dickson. He is available to provide support on behaviour management issues for practitioners working in the Early Years Foundation Stage.

Early Years Foundation Stage

Accident Procedure (updated Oct 22)

1. The class teacher will inform parents of all accidents or injuries sustained by a pupil and any first aid treatment given, on the same day, or as soon as reasonably practicable.
2. Administer appropriate First Aid. Any injuries requiring First Aid should be followed up with an appropriate referral.
3. In the case of a more serious accident to a child, the practitioner/school will contact the parent/guardian to agree a course of action if time permits.
4. If the parent/guardian cannot be contacted the practitioner/school will seek appropriate medical attention or treatment for the child.
5. Children should not be given anything to eat or drink.
6. If a child or adult needs to be transported to hospital, every effort should be made to use a car with fully comprehensive insurance including business use.
7. Two adults must accompany the child, and one adult should accompany an injured member of staff.
8. Should an ambulance be required, one adult must accompany the child or adult.
9. The child's registration form must be taken with the child to the hospital.
10. The hospital will take responsibility to act in the child's best interests if no consent has been given for the staff to act in loco parentis.
11. Every effort must be made to maintain appropriate staffing levels in the setting.
12. All accidents to children or staff, however slight, must be clearly recorded in the accident book/folder and signed by the member of staff who dealt with the incident. If necessary a detailed, confidential report should be placed in their file.
13. The accident book/folder must also be shown to the parents or person collecting the child and who this is should be recorded on the form. Parents of children and relatives of staff should be informed regarding the accident and the action taken. Parents will receive a phone call for any head injuries.
14. Ofsted and local child protection agencies must be notified of any serious accident or injury to, or serious illness of, or the death of, any child while at the setting and any advice given should be followed.

A list of qualified first aiders is located by the telephones.

Early Years Foundation Stage

Sharing Information

The EYFS states that 'Providers must enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting.'

(Statutory Framework for the Early Years Foundation Stage, DFES 2014)

As part of our legal obligation under the Statutory Framework, we are required to share information about your child with other professionals working with the child, the police, social services and Ofsted or the childminder agency with which they are registered, as appropriate.

This may include information about your child's interests, social and self care skills, levels of development, next steps and communication skills. Information may be passed on in the form of observation notes, assessment notes, planning, the EYFS profile, informal and formal discussions, Records of Achievements and by sharing examples of work.

When your child enters the Early Years Foundation Stage, we will collect information about your child's weekly routines to enable us to identify where links need to be made. If your child's routine changes, please inform a member of staff so that we can develop new links as necessary.

If your child accesses another setting, we will ask you to complete a short form confirming that you understand that we will share information about your child with them and that you understand our reasons for doing so.

We value dialogue with parents and carers and are keen to develop effective relationships to allow us to best support each child. We recognise that if children regularly attend before and after school club or are collected by a childminder it can be more difficult to maintain regular contact with parents. In these cases, a Communication Diary is passed between teachers, after school club staff and parents as an effective form of communication. Parents/carers are also welcome to telephone the school to speak to a member of teaching staff.

As parents you are invited to share your child's achievements out of school. We use Evidence Me for this. Information will be shared with parents to explain how to use Evidence Me to send and receive observations of achievements.

In the Autumn and Spring terms, the school holds parent consultation evenings and in the Summer term sends home an annual report. Parents will receive observations at least half termly from Evidence Me to see how their child is progressing. In the Summer term there is an additional optional meeting to discuss the report and EYFS profile.

Staff are available for a discussion at the beginning and end of each school day. If you would like to discuss anything at length, please make an appointment with your child's class teacher.

Early Years Foundation Stage

Evacuation Procedure

1. Children to stop what they are doing and listen.
2. In the classrooms - children to go through to their base classroom and line up at the door. An adult to check all areas of the classroom and toilets for children.
3. In the Reception outdoor area - children to line up at their base classroom door and then join the line inside the classroom. An adult to check all areas of the outside area for children. In the event of a fire in the classroom, children in the outside area will be taken through the nursery outside area and outside gate to the playground. In the Nursery outdoor area - children stay outside and line up by the gate and then proceed to the designated meeting point.
4. Children to walk out quietly and line up on the far side of the playground near the car park. An adult will lead the line and the rest of the adults will ensure all the children follow. There will be an adult at the back of the line that will check everyone is out and shut the door.
5. Carry out a head count and make sure all children are accounted for. Call the register and hold it up to inform the office staff that everyone is accounted for.
6. If a child is missing, inform the office staff immediately.

Early Years Foundation Stage

Sick Children Policy

Parents are asked not to send their child to school if they are unwell. They should ring and inform the office that their child will not be attending and give the reason why.

Parents are asked to inform staff if their child is suffering from a minor ailment so that appropriate care can be given within school.

Children must not return to school within **at least 24, typically 48** hours of a bout of sickness or diarrhoea.

If a child becomes unwell whilst at school, a member of staff will:

Phone the parents, explain that their child is unwell, let them know the symptoms and ask them to collect their child. **If primary carers are not contactable then ring the emergency contact number.**

Contact the office to ring the carers, therefore ensuring registers are current.

Sit with the child in a quiet place, away from other children, if possible, until the parents arrive.

If the child has had sickness or diarrhoea explain to the parents the **Foundation Stage / Early Years** policy of at least 24, typically 48 hour clearance of either symptom before the child may return.

If a child has headlice, we will phone / contact their parents or notify them at the end of the session and ask them to be treated as soon as possible. **A letter will be sent to all parents informing them that a case of headlice has been reported in the class. Treating a child for headline is not classed as a valid reason for absence.**

List of notifiable diseases

Diseases notifiable to local authority proper officers under the Health Protection (Notification) Regulations 2010:

- Acute encephalitis
- Acute infectious hepatitis
- Acute meningitis
- Acute poliomyelitis
- Anthrax
- Botulism
- Brucellosis
- Cholera
- * COVID
- Diphtheria
- Enteric fever (typhoid or paratyphoid fever)
- Food poisoning
- Haemolytic uraemic syndrome (HUS)
- Infectious bloody diarrhoea
- Invasive group A streptococcal disease
- Legionnaires' disease
- [Leprosy](#)
- Malaria
- Measles
- Meningococcal septicaemia
- Monkeypox
- Mumps
- Plague
- Rabies
- Rubella
- Severe Acute Respiratory Syndrome (SARS)
- Scarlet fever
- Smallpox
- Tetanus
- Tuberculosis
- Typhus
- Viral haemorrhagic fever (VHF)
- Whooping cough
- Yellow fever

Report other diseases that may present significant risk to human health under the category 'other significant disease'.

Early Years Foundation Stage

Lunchtime Arrangements in Reception

Reception will enter the hall at 12:45 to allow them to settle before the other KS1 children enter. They will be supported by their teacher and teaching assistants to get their lunches and find a seat. All children will wash their hands before going to the hall.

There are two midday supervisors (or EYFS staff) in the hall, one of which is assigned to the reception children. They support the reception children in cutting up their food, opening packets and any other problems they may have. They ensure the children do not swap food. The adults will endeavour to encourage the children to eat a reasonable amount of their lunch before they eat their pudding or leave the dinner hall. If a child has not eaten a reasonable amount of lunch, the class teacher will be informed and in turn the parent will be informed at home time.

The children take their coats with them at lunchtime and go straight out to the playground when their lunch is finished. If they have a packed lunch, they return it to the Reception trolley.

If the children are hurt during lunchtime, they approach any of the lunchtime supervisors who all carry first aid bags with them. The lunchtime first aider will forward any accident forms to the class teacher to be shown to the parents and filed.

Early Years Foundation Stage

Food and Drink Policy

In Nursery there is a designated snack time. Children are supported to wash their hands with soap before selecting and helping to prepare a snack and pour their own drink. There is a choice of snacks available. Fresh drinking water and milk is available at all times and in hot weather, it is also provided in a seated location in the outdoor areas.

Snacks are kept in clean bowls. Used plates, bowls and cups are collected and washed in a designated washing up bowl and dried on a dedicated drainer. A separate, labelled cloth is used to wash snack apparatus. The snack table is cleaned at the beginning of the session with an anti bacterial spray and monitored regularly throughout the session. We provide a range of fruit and vegetables for snack which vary over the week.

In the reception classrooms there is a designated snack time. The children are required to wash their hands before having snack. There is a choice of snacks available. The children are encouraged to go and get their own drink and wash up their own cup. There is a designated snack area where snacks are stored and prepared and cups are washed. There are separate cloths for use in the snack area.

There is a fridge in the Nursery classroom which is used to store chilled foods and drinks. The temperature of the fridge is checked on a daily basis and recorded by a member of staff. All food is stored according to manufacturer's recommendations and in line with food hygiene legislation.

Information about the children's dietary needs is sought when they enter the setting. A list of the children's dietary needs is kept in each classroom and the staff have due regard to this when putting out food and drink in the snack area or when leading a cooking or food tasting activity. All food activities apart from snack will have a risk assessment completed.

The school dinner menu is available on the school website. In reception, a copy of the menu is displayed in the window for parents to support their children in choosing their own food. EYFS staff support children in the hall to select and collect their meal choices taking due regard to allergies and dietary requirements. The kitchen staff have a list of all children with allergies.

EYFS staff are aware of their obligation to report any case of food poisoning affecting two or more children looked after on the premises to Ofsted.

Early Years Foundation Stage

Sun Safety Policy

During hot, sunny weather, all children should have sunscreen on before going outside to play.

Parents will be asked to apply sunscreen to their child before arriving at school.

Parents will be asked to provide a named bottle of sunscreen (Factor 30 or higher) which will be stored in their child's classroom.

In Nursery:

Parents are asked to apply sunscreen before the session. A register is taken at the door for parents to sign to say their child has had sunscreen applied and has a sun hat. Children without sunscreen will not be able to access the outside area if the sunshine is assessed as being too strong and there is a risk of burning.

In Reception:

Sunscreen will be reapplied before lunchtime. Staff may assist the children to pour the sunscreen onto their hands. The children will be responsible for rubbing their own sunscreen under adult supervision. Two members of staff will be present when children are applying sunscreen. Children without sunscreen will not be able to access the outside area if the sunshine is assessed as being too strong and there is a risk of burning.

All children are encouraged to wear protective sun hats. Parents will be asked to provide a named sun hat. Parents may also wish to send in a long sleeved, loose top to provide additional protection from the sun.

Staff ensure that children are given drinks frequently throughout the session. Fresh drinking water is available throughout the session at the snack area. During hot periods, additional water is provided at a table in the outdoor area.

The children's activities are organised in a shaded area and children are encouraged to play within these areas. A decision is made to keep the children out of the sun in extreme weather.

Early Years Foundation Stage

No Smoking Policy

Old Fletton Primary School has a strictly no smoking policy.

Smoking is not allowed anywhere on school premises.

Early Years Foundation Stage

Toileting and Intimate Care Policy

All children at **Old Fletton Primary School** have the right to be safe and be treated with dignity, respect and privacy at all times so as to enable them to access all aspects of school life.

This policy sets out clear principles and guidelines on supporting intimate care with specific reference to toileting. It should be considered in line with our Safeguarding & Child Protection Policy, Health and Safety Policies and Supporting Children with Medical Needs policy.

This policy supports the safeguarding and welfare requirements of Early Years Foundation Stage (EYFS) 2012 and the Disability Discrimination Act 2005: **Old Fletton Primary School** will ensure that:

- No child's physical, mental or sensory impairment will have an adverse effect on their ability to take part in day to day activities.
- No child with a named condition that affects personal development will be discriminated against.
- No child who is delayed in achieving continence will be refused admission.
- No child will be sent home or have to wait for their parents/carer due to incontinence unless they decline intimate care from the school staff.
- Adjustments will be made for any child who has delayed continence.

Intimate Care Tasks – cover any tasks that involves the dressing and undressing, washing including intimate parts, helping someone use the toilet, changing nappies or carrying out a procedure that requires direct or indirect contact to an intimate personal area.

Partnership with Parents/Carers – Staff at **Old Fletton Primary School** work in partnership with parents/carers to provide care appropriate to the needs of the individual child and together will produce a care plan and an accompanying risk assessment. The care plan will set out :

- What care is required
- Number of staff needed to carry out the task (if more than one person is required , reason will be documented)
- Additional equipment required
- Child's preferred means of communication (e.g. visual, verbal). Agree terminology for parts of the body and bodily functions
- Child's level of ability i.e. what tasks they are able to do by themselves
- acknowledge and respect for any cultural or religious sensitivities related to aspects of intimate care
- Be regularly monitored and reviewed in accordance with the child's development

Parents/Carers are asked to supply the following when required:-

- Spare nappies
- Wipes, creams, nappy sacks etc
- Spare Clothes

- Spare underwear

Best Practice – When intimate care is given, the member of staff explains fully each task that is carried out, and the reason for it. Staff encourage children to do as much for themselves as they can, lots of praise and encouragement will be given to the child when they achieve independence. Where possible 2 members of staff will be present when intimate care is given. If this is not possible, the adult providing intimate care will inform another member of staff about what they are going to do. If a child has soiled themselves and they require help to clean up then 2 adults will be present.

All staff working in the Early Years Foundation Stage setting have a DBS check.

All children without a care plan who receive intimate care will have a changing form filled out by the staff member caring out the intimate care. This form will be shared with parents at the end of the session / day and signed.

Toilet Training - Schools are not expected to toilet train children. Unless a child has a disability it is expected that parents / carers will have trained their child to be clean and dry before the start of Nursery or Reception. If this is not the case then advise and support will be offered to help the parent toilet train their child at home and a regular timetable of toileting will be set up in school.

Safeguarding – Staff are trained on the signs and symptom of abuse. (See the Safeguarding and child protection policy.

If a member of staff is concerned about any physical or emotional changes , such as marks, bruises, soreness, distress etc they will inform the Safeguarding Designated Officer (SDO) immediately. The Safeguarding Policy will then be implemented.

Should a child become unhappy about being cared for by a particular member of staff, the Foundation Stage Phase Leader will look into the situation and record any findings. These will be discussed with the child's parents/ carers in order to resolve the problem. If necessary the Foundation Stage Phase Leader will seek advice from other agencies with the permission of the parents/ carers of the child.

If a child makes an allegation against a member of staff, the procedure set out in the Safeguarding Policy will be followed.

Dealing with body fluids – Urine, faeces, blood and vomit will be cleaned up immediately and disposed of safely in sealed bags. When dealing with with body fluids , staff wear protective clothing (disposal plastic gloves and aprons) wash themselves thoroughly afterward. Soiled children's clothing with be bagged to go home – staff will not rinse it. Children will be kept away from the affected area until the incident has been completely dealt with.

All staff maintain high standards of personal hygiene, and will take all practicable steps to prevent and control the spread of infection.

This policy aims to manage risks associated with toileting and intimate care needs and ensures that employees do not work outside the remit of their responsibilities set out in this policy.

Intimate Care Plan

Child's Name:

Class:

Member of staff leading the care plan:

Date of Care Plan:

Review Date:

Identified Need	
Intimate care to be given	
Timetable of intimate care	
Equipment required	
Location of intimate care	

Working towards independence:

School will	Parents will	Child will try to	Target achieved/ date

Signed:

Parents / carers

Signed:

Staff member

Signed:

Child (if appropriate)

**Intimate Care Risk Assessment
To accompany Intimate Care Plan**

Child's name:

Date:

Completed by:

Potential Risk	Yes / no	If yes then how is risk made acceptable?
1. Does weight /size/ mobility of pupil present a risk?		
2. Does communication present a risk?		
3. Does comprehension present a risk?		
4. Are there any medical considerations? Including pain / discomfort?		
5. Does behaviour present a risk?		
6. Is there a history of child protection concerns?		
7. Has there ever been allegations made by the child or family?		
8. Is staff capability a risk? (back injury / pregnancy)		
9. Are there any environmental risks? Heat/ Cold		