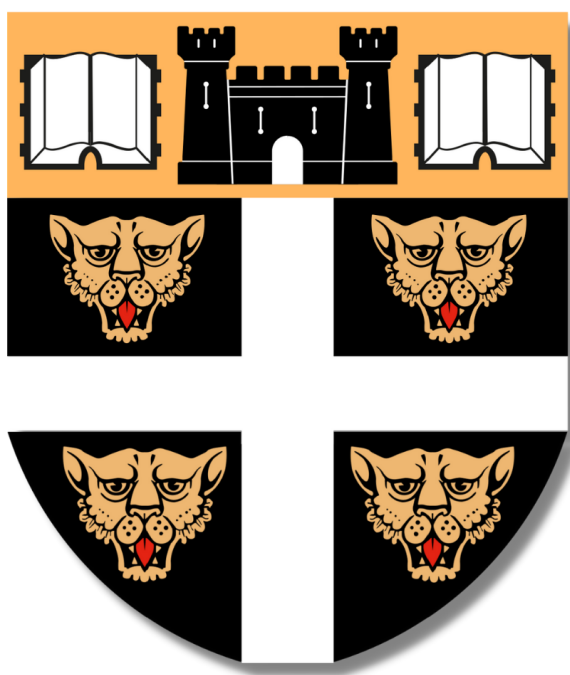


Early Years Foundation Stage (EYFS) Policy

Dover College



Owner:	Dep Head Prep	Date: June 2023
Approved By:	AB	Date: August 2023
Review Frequency	As required. Annually as a minimum	
Last reviewed on:	June 2023	
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1. KEY PERSONNEL

Headmaster – Mr Simon Fisher

Deputy Head of Prep School & Early Years Manager – Mrs Tracey Mills

Head of Learning and Teaching (Prep 1-6) – Mrs Sarah Harris

Early Years Deputy/Reception Teacher – Miss Sara Richardson

Behaviour Management Co-ordinator – Mrs Tracey Mills

Designated Safeguarding Lead (DSL) – Miss Julie Green

Deputy Designated Safeguarding Lead – Mrs Tracey Mills, Matt Bushell & Audrey Turner-Dauncey

Medical Safeguarding Team Member– Sister Clare Hunt

Digital Safeguarding Advisor - Nathaniel Lively

Safeguarding Team Member - Louise Graham & Jakob Hill

Digital Safeguarding Co-ordinator - Nathaniel Lively

Early Years SENCO - Lucy Hodkinson

Head of Prep School SEND - Lucy Hodkinson

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3. ACCIDENTS AND INCIDENTS

Scope

This policy aims to outline procedures to deal with any incident or accident related to the Early Years foundation department in a calm, professional manner. The accident and incident policy and procedures, alongside our health and safety policy, support our safeguarding and child protection policies for everyone within the setting including staff, children, visitors and volunteers. The term 'parents' also relates to carers and those with legal guardianship of children.

Incidents and Accidents

Where an incident or accident occurs within the setting premises or during a setting outing we will ensure that the necessary steps are taken to deal with the incident or accident while maintaining the safety of the children. 'Incidents' include, but are not limited to, the following:

- Fire at the Muddy Knees Nursery and Forest School/Pre-Prep premises
- Death of a child
- Break-in, burglary or theft of personal or the nurseries property
- Vandalism to the Muddy Knees Nursery and Forest School/Pre-Prep property or at the settings premises
- Violence or assault/attack to a member of staff, parent/visitor or volunteer on the premises
- Critical Incident – any short notice incident not fitting the above

Recording Incidents or Accidents

An incident book is used for recording incidents, and an accident book for recording accidents (including those that are reportable to the Health and Safety Officer under RIDDOR - the Reporting of Injury, Disease and Dangerous Occurrences Regulations). We will report any incidents resulting in injury, any dangerous occurrences which could have resulted in injury or fatality or any other dangerous occurrence as fits the definition of an 'incident'. Our incident book will record the incident circumstances and description, the time and date of the incident, the names of persons involved and signatures of those involved/present. The Early Years Manager attends regular Senior Leadership Meetings and health and safety meetings highlighting any trends in accidents or concerns regarding health and safety, which could lead to accidents or incidents. These concerns are recorded and acted upon accordingly.

Dealing with an Accident

All accidents on the premises are recorded in the accident book. Accident books are kept in the Muddy Knees Nursery classroom and the Discovery Garden. All staff have been trained on how to complete the book.

All members of staff hold paediatric first aid certificates and undertake training every two to three years. The training is conducted by GS Training, accredited by First Aid Awards Ltd. The qualification fulfils the requirements for first aid training as detailed in the Department for Education's statutory framework for the EYFS.

Minor accidents (e.g. grazed knee) to children are reported to parents verbally when parents collect their child.

Head Injuries

If a head injury occurs a head injury form is completed – the original document is sent home to parents and a copy filed in the head injury file (located in the Prep school medical room - all staff have been trained in completing these forms).

All head injury forms are completed with:

- Date
- Time
- How the accident happened
- Where it happened
- Treatment
- Name of staff member who dealt with the accident

All accidents are reported to the class teacher, who reports to parents through contact book, phone, verbally or via email ensuring the original first aid form is given to parents.

First Aid Equipment

The Dover College first aid kits:

- Comply with the Health and Safety (First Aid) Regulations (1981)
- Are regularly checked by a designated member of staff and re-stocked as necessary
- Are easily accessible to adults
- Are kept out of the reach of children
- Are labelled for easy and quick access

Injuries to Adults

In the event that a child, member of staff, visitor or volunteer become injured at the setting the following steps will be taken:

- The Early Years Manager will assess the injury and act decisively to either treat or call for medical help; ensuring the safety and wellbeing of the children and other persons is maintained (Medical Centre staff to be called for back- up)
- If an injury has been sustained but it is deemed to be relatively minor and readily treatable a first aid trained member of staff will administer treatment as appropriate
- If an injury has been sustained that is more serious and requires medical help the Early Years Manager will call first for medical help and then, if a child has sustained the injury, will call the parents of the child
- The Early Years Manager will ensure that the children in the setting continue to be cared for and will, if necessary, call for additional staff to help
- The Early Years Manager will ensure that the injured person is kept comfortable (as dictated by medical advice) until the emergency services or the Medical Centre staff arrive

- Should an injured child be taken to hospital a member of staff will accompany the child if the parents have not yet arrived at the setting – this may or may not be the Early Years Manager, but someone who the child is comfortable with
- The Early Years Manager will ensure that any and all accidents are recorded in the accident book; ensuring that the date, time and circumstances are clearly recorded
- The Early Years Manager will inform the Headmaster (if this has not been done already) who will be responsible for reporting to the authorities (ISI)
- ISI will be notified within 14 days of any accident/injury to a child, parent, staff member or volunteer - requiring treatment by a GP Doctor or hospital Doctor. Likewise the Health and Safety Officer in compliance with RIDDOR (the Reporting of Injury, Disease and Dangerous Occurrences Regulations) will be notified.

Reporting of Incidents not related to Early Years Setting

Should a child suffer an injury when not in the care of the setting, we request that parents inform the Deputy Head of Prep School and Early Years Manager or the child's key person/class teacher of any such incident so we may ensure that children are safeguarded appropriately. For example, a child may have taken a fall and hit their head that morning before leaving home with no apparent harm caused, but may subsequently suffer symptoms of concussion. Informing us of the injury can help us to monitor the child for any delayed symptoms.

Any incident reported will be logged using the Record of Existing Injuries Form by the parent/carer reporting the injury/incident. It should detail the nature of the injury / incident, time and date and should be signed by the parent, as well as the person that the incident/injury was reported to (along with any supporting documents e.g. doctors note/minor injuries discharge note).

Death of a Child, Member of Staff, Volunteer or Parent

In the event of a death at Muddy Knees Nursery and Forest School the Early Years Manager and Headmaster will ensure that the following steps are taken:

- The police are immediately informed
- The parent is informed where it is a child
- The other children at the setting are appropriately looked after and kept calm
- Parents will be called to collect children before normal closing time, and additional staff will be called in to help look after the children if necessary
- The time, date and circumstances are recorded in the incident book
- ISI are informed as soon as possible
- The Health and Safety Officer will be informed in compliance with RIDDOR (the Reporting of Injury, Disease and Dangerous Occurrences Regulations)
- Providers must notify local child protection agencies of any serious accident or injury to, or the death of, any child while in their care, and must act on any advice from those agencies
- The chair of governors is informed as soon as possible

Violence or Assault/Attack to a Member of Staff, Parent/Visitor or Volunteer on the Premises

If a person or child is physically attacked an offence will have been committed. The degree of injury will reflect whether the incident is a common assault (which does not involve cuts or bruises or fractures) or an assault occasioning actual bodily harm (cuts requiring medical treatment, fractures, temporary loss of sensory functions). In the event of violence or assault the Headmaster and the police must be informed and the following steps taken:

- The incident will be recorded in the incident book, detailing the time, date and what happened, who was involved and the circumstances. This should be signed by all persons involved. NOTE – if a child has been injured the procedures in the safeguarding children policy must also be followed and the local safeguarding children board must be notified
- If injury has been sustained that requires medical treatment (beyond that of first aid) an ambulance will be called – dial 999
- The safety and wellbeing of the children will be secured, with the children moved to a safe part of the building and kept calm – if necessary parents may be called in to take their children home early
- The Early Years Manager will contact the police to report the incident and will record the crime number in the incident book
- If appropriate, first aid will be administered by a trained first aider or the Medical Centre trained nurses
- In the event that abusive behaviour is displayed it is advisable for another member of staff to witness the incident. The exact timings and nature of abuse should be recorded in the incident book and reported to the Deputy Head of Prep School and Early Years Manager

Break-in, Burglary or Theft at the Setting

The setting operates within a school. At the end of each day the premises are securely locked by the members of staff on duty. It is, however, staff responsibility to ensure that windows are securely closed at the end of each day. In the event of a burglary or theft the police will be informed immediately. The incident will be recorded and the following will be detailed in the incident book:

- Description of the item(s) stolen, time, date and circumstances; providing as much detail as possible together with any details of a police visit to the premises
- Crime number given by the police once the incident has been reported
- Pass any details on to the school bursar for insurance purposes

Vandalism to Property or Premises

Incidents of vandalism that occur to the building and premises of the setting will be recorded in the incident book, detailing the time of discovery and nature of the vandalism. This will then be relayed to the Headmaster to resolve and report to the police as necessary. In the event that vandalism occurs to the property the following steps will be taken:

- The Deputy Head of Prep School and Early Years Manager will record the details of the incident; noting the time, date and nature of the vandalism
- The Deputy Head of Prep School and Early Years Manager will inform the Bursar who will contact the police to report the incident. The crime number will be noted in the incident book
- The Deputy Head of Prep School and Early Years Manager, Bursar and Head of Estates will assess the safety of the children as a result of the vandalism and will make a decision to either continue the session or close part of the premises for repairs, ensuring that the children are kept safe and isolated from any unsafe areas.

This policy applies to holiday clubs

4. ADMINISTERING MEDICINES AND CARE OF SICK CHILDREN

Scope

The aim of this policy is to set out arrangements for the school when children within Early Years and holiday programmes are sick or in need of medication. The term 'parents' also relates to carers and those with legal guardianship of children. Staff will promote good health including oral hygiene and health for all children attending the early years.

Infection Control

In order to control the spread of infection it is necessary to exclude sick children with infectious illness from the Prep School, this includes sickness or diarrhoea. Parents will be asked to keep children at home for 48 hours after their last episode of illness. It is also our belief that sick children need to be at home, where they are more comfortable, in order to recover from sickness.

If a Child becomes unwell whilst at School

When completing the registration forms, parents will have the opportunity to give permission for the school to administer paracetamol or ibuprofen if it is considered necessary. If a child becomes ill whilst at school, staff will make every effort to make the child comfortable. Staff will contact parents in order to arrange for the child to be collected and to ask permission to administer medicine (infant paracetamol or ibuprofen) in the case of a high temperature. If parents cannot be contacted, the Deputy Head of Prep School and Early Years Manager will liaise with the school Medical Centre and will make the decision whether to administer medicine for a high temperature or as pain relief.

Staff will not administer medicines to children who are unwell and need to recover at home. If parents cannot be contacted, then the child will be taken to the school Medical Centre. It is imperative that parents notify staff if they have administered/need to administer medicine or if they suspect their child is unwell.

If a Child is Receiving a Course of Medication

As already stated, it is our belief that sick children need to be at home in order to recover from sickness. However, there may be occasions where a child is considered by parents as being ready to return to school but might still be on a course of medication. They might also be on medication for a condition that does not stop them from being at school. On these occasions, staff will only administer medicines when:

- A parental consent form has been signed, giving clear instruction about how and when to administer these and if medicine has been prescribed from a doctor/GP
- Staff will keep medicines in a refrigerator in the locked staff room or the locked cupboard located in the medical room away from the children
- Every time medicine is administered, staff will complete an Administration of Medicine book detailing the amount administered and the time and date
- The staff member will sign the form and have it countersigned by another member of staff, who will have checked the details and witnessed the administration

- Staff will always check in the child's file and parents' written instructions to make sure when the next dose is due, how much to administer and whether or not the child may have any allergies.
- Staff will inform parents when the medicine has been given

Medicine (both prescription and non-prescription) must only be administered to a child where written permission for that particular medicine has been obtained from the child's parent or carer.

If staff are in doubt about administering medicine check with the Deputy Head of Prep School and Early Years Manager or Medical Centre staff.

This policy applies to holiday clubs and staff who work within the school who have children in the Nursery or Prep School.

5. BEHAVIOUR MANAGEMENT

Scope

Muddy Knees Nursery in collaboration with Reception believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views, feelings, needs and rights of others and the impact that their behaviour has on people, places and objects. This is a developmental task which requires support, encouragement, high quality teaching and setting the correct example. This policy sets out the principles that underpin how we achieve positive and considerate behaviour and how these exist within the programme for promoting personal, social and emotional development. The term 'parents' also relates to carers and those with legal guardianship of children.

Responsibilities

Responsible practitioner: Deputy Head of Prep School and Early Years Manager

Role of responsible practitioner: To ensure that procedures and strategies are upheld and all staff are made aware of the behaviour policy

General Philosophy and Principles

Our philosophy of behaviour management is to respect each child as an individual, acknowledging and promoting their rights so that they begin to develop an understanding of the needs and rights of others as well as themselves. It is important that we help to build the children's self-esteem in order that they have the confidence to communicate their feelings. We promote an atmosphere of positive behaviour and children are rewarded with stickers, certificates, verbal praise, star of the day bands and 'shinies' - which is a great system for promoting and highlighting positive behaviour.

All staff keep themselves up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support. The setting accesses relevant sources of expertise on promoting positive behaviour within the programme for supporting the prime area of personal, social and emotional development. We recognise that codes for interacting with other people vary between cultures and require staff to be aware of – and respect – those used by members of the setting. We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy. We familiarise new staff and volunteers with the setting's behavioural management policy and its guidelines for behaviour. We expect all members of our setting – children, parents, staff, volunteers and students – to keep to the guidelines, requiring these to be applied consistently. We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person/teacher. We work with parents to address low-level, recurring behavioural issues, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies for Children Who Display Challenging Behaviour

- We require all staff, volunteers and students to use positive strategies for handling any challenging behaviour by helping children find solutions in ways which are appropriate for their age and stage of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn an appropriate response.
- We ensure that there are enough toys, resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for challenging behaviour.
- When children behave in challenging ways, we help them to understand the outcomes of their actions and support them in learning how to cope/respond more appropriately.
- We never send a child out of the room by themselves, though we may decide to allow the child an age appropriate amount of time to calm down and reflect.
- Sanctions will not involve any form of unlawful or degrading activity. Corporal punishment is illegal and we will never use this.
- We do not use techniques intended to single out and/or humiliate individual children.
- We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Further information regarding our approach and expectations with regards to restraint including reasonable force can be found in Appendix 5 (Physical Restraint of Pupils) of our Safeguarding Policy.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting Early Years Manager and Deputy Head of Prep School and are recorded in both the child's personal file and the physical intervention file. The child's parents are also informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitude, by means of explanation rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's challenging behaviour.

'Rough and Tumble' play and 'Fantasy Aggression'

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear preoccupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as prosocial and not as problems or aggressive.
- We will develop strategies to contain play that are both agreed with the children and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violent dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of play, perhaps to suggest alternative strategies for heroes and heroines, making the most of teachable moments through spontaneous planning, to encourage empathy and lateral thinking and to explore alternative scenarios and strategies for conflict resolution.
- As a school, we do not allow children to bring in toy weapons such as guns or knives
- We follow the JIGSAW for PSE which leads into PSHE throughout the whole school which supports positive behaviour through lessons and activities.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying.' For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We plan regular adult initiated activities involving feelings and regularly read stories which create scenarios for children to respond to and think about.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact others feelings.

- We help young children develop prosocial behaviour, such as resolving conflict over who has the toy.
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, role play and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person that they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for young children to engage in excessive hurtful behaviour are that:
 - They do not feel securely attached to someone who can interpret and meet their needs – this may be in the home or in the setting.
 - Their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger.
 - The child may have insufficient language or mastery of English to express him or herself and may feel frustrated.
 - The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse.
 - The child has a developmental condition that affects their behaviour.
 - Where this does not work, we may decide to refer the child to the Head of Individual Needs to enable us to gain a better understanding of the underlying cause of the problem.

Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another.

If a child bullies another child or children:

- We show the children who have been bullied that we are able to listen to their concerns and act upon them
- We intervene to stop the child who is bullying from harming the other child or children
- We explain to the child doing the bullying why his/her behaviour is not acceptable

- We give reassurance to the child or children who have been bullied
- We help the child who has done the bullying to recognise the impact of their actions
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practice and reflect on considerate behaviour
- We do not label children who bully as 'bullies'
- We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour
- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour
- We also share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving

This policy applies to holiday clubs.

6. CHILDREN USING TECHNOLOGY

Scope

This policy sets out arrangements for children when using technology within the Early Years and Prep School.

Appropriate use

Children will use only age appropriate software provided and monitored in the setting. All Internet activity should be deemed appropriate and monitored at all times by an adult. Any inappropriate materials sent to the computer must be reported to the Deputy Head of Prep School, Early Years Manager and IT Manager. The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead receive safeguarding alerts throughout the school, which have been flagged up as in proper use. Smooth Wall filters are in place to block inappropriate material. Personal details will not be shared over the Internet. ALL internet activity is monitored and filtered by the IT Manager and Smooth Wall. ALL computers in the Early Years are filtered and have age appropriate restrictions. ALL children's cameras, ICT equipment, video recorders, remote control cars and recording equipment (including books) are the property of the Early Years Department and are prohibited to leave the setting.

Prohibited items

Children are prohibited to bring to school the following personal belongings:

- Cameras
- Mobile phones
- Laptops
- iPads, Kindles tablets
- iPods, music players
- Recordable toys
- Any electrical devices

Occasionally permission will be given for devices to be brought into school which support the class topic - this will be monitored by the class teacher.

Pupils have access to Busythings which is an educational site that Dover College subscribes to and forms part of some lessons and activities. Pupils have access to the bank of I-Pads within the school and are taught how to stay safe online through the JIGSAW programme which moves throughout the school to ensure progression. We have online safety days that focus on activities that encourage staying safe online and use stories to support this such as Smartie the Penguin, Digi Duck and Chicken Clicking.

7. EQUIPMENT

Scope

The purpose of this policy is to set out the arrangements for the use of technology, the environment and equipment within Early Years, holiday programme and the Prep School.

The importance of technology

We believe that high quality care and education is promoted by providing children with safe, clean, attractive, age and stage appropriate resources, toys and equipment. We aim to provide children with resources and equipment which help to consolidate and extend their knowledge, skills, interests and aptitudes.

Methods

In order to achieve our aim:

- We provide play equipment and resources which are safe and age appropriate
- We provide a sufficient quantity of equipment and resources for the number of children
- We provide resources which promote all areas of children's learning and development, which may be child or adult-led
- We select books, equipment and resources which promote positive images of people of all races, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping
- We provide play equipment and resources which promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children
- We provide man-made, natural and recycled materials which are clean, in good condition and safe for the children to use
- We provide furniture which is suitable for children and furniture which is suitable for adults
- We store and display resources and equipment where children can independently choose and select them
- We check all resources and equipment regularly as they are set out at the start of each session and put away at the end of each session. We repair and clean, or replace any unsafe, worn out, dirty or damaged equipment
- We plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenge is offered
- We have regular deep cleaning sessions for the classrooms and toys

We regularly clean and sterilise all of our equipment and resources to ensure a high standard of cleanliness and hygiene throughout the setting. All staff are responsible for ensuring the environment, including in and outdoor spaces are fit for purpose and suitably resourced for the age of children at Dover College. Staff must comply with health and safety requirements and partake in regular fire safety and emergency evacuation procedures. All staff are responsible for ensuring fire doors are not obstructed and can be easily opened and accessed.

This policy applies to holiday clubs.

8. EARLY YEARS FOUNDATION STAGE CURRICULUM POLICY

Scope

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their Reception year. Dover College Early Years Foundation Stage accommodates children from the age of 3 to 5. Our ambitious curriculum underpins future learning by responding to the individual child's needs and interests in order to build their learning over time and promote awareness of the unique child. A focus on developing language, extending vocabulary and strengthening communication skills is at the forefront of the child's development. In addition to this, we promote and develop skills such as persistence, resilience, confidence, teamwork, cooperation, independence and creativity. A strong focus on promoting well-being and involvement of all early years pupils is also applied.

The seven areas of learning are the framework for all children's learning and experiences as well as the child's individuality and interests spearheading the learning journey.

Aims

Our aims are to support, promote, encourage and develop children's learning using the overarching principles:

- Understanding and responding to the Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.
- Building on positive relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.
- Providing enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.
- Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others and to respond and adapt to the changing rates of the child's learning.
- Well-being: Ensuring an ethos of happy, contented children is nurtured and staff scaffold the well-being of each child.

In addition to the overarching principles we aim to:

- Provide a broad and tailored curriculum
- Encourage children's positive attitudes and disposition towards their own learning
- Develop social skills through games, play, adult led and child led sessions
- Provide opportunities and resources to support and build on children's early communication skills including, listening, attentions, understanding and speaking skills
- Provide positive and fun reading opportunities and activities to encourage communication skills and give children access to a range of vocabulary in order to extend it
- Promote writing within the provision, free play and through adult led activities

- Support personal, social and emotional well-being with a focus on PSE activities and circle time check ins
- Encourage making strong relationships with staff and peers
- Help children to self-regulate and understand their emotions
- Encourage independence and managing self
- Provide regular fine and gross motor skill activities on a daily basis
- Challenge and encourage children with problem solving skills to develop critical thinking
- Inspire and provide resources for creative development

Structure of provision

The three prime areas work together to support development in all other areas and continue to be important and fundamental throughout the EYFS:

Communication and Language

Listening, Attention, Understanding

Speaking

Personal, Social and Emotional Development

Self-Regulation

Managing Self

Building Relationships

Physical Development

Gross Motor Skills

Fine Motor Skills

As children become secure in the three prime areas they develop essential skills through the four specific areas which include essential skills for children:

Literacy

Comprehension

Word Reading

Writing

Mathematics

Number

Numerical Patterns

Understanding the World

Past and Present

People, Culture and Communities

The Natural World

Expressive Arts and Design

Creating with Materials

Being Imaginative and Expressive

The prime and specific areas of Learning and Development and the Characteristics of Effective Teaching and Learning are all interconnected. Each individual child is encouraged to develop their learning and experiences through the Characteristics of Effective Learning by:

Playing and exploring

Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

Active learning

Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically

Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

The Characteristics of Effective Learning are now part of the whole Prep School learning skills and continue through to Prep 1-6 to enable progression.

Objectives

The objectives of provision are:

- To make the child's first experience of school happy, positive and fun
- To encourage parents to become partners with the school in the education of their children
- To provide a curriculum firmly based on active learning to meet the needs of the individual child, guided by the Development Matters in the Early Years Foundation Stage and preparing for learning through the EYFS and beyond
- To foster love of learning, enquiring minds and the ability to discuss, adapt and negotiate through planning according to their interests
- To help children to develop confidence, independence and self-control and to respect the feelings, needs, culture and abilities of others
- To provide quality and consistency, so that every child makes good progress
- To provide a secure foundation through planning for the learning and development of each individual child
- Assessing and reviewing what children have learned on a regular basis
- To provide an inclusive environment which is anti-discriminatory and provides equal opportunities for all children
- To scaffold learning and provide a safe, fun and happy learning environment. Ensuring the well-being and safety of all children comes first and foremost

Resources

Teachers will use a range of equipment and teaching materials and encourage a variety of experiences from internal and external sources and provide continuous opportunities to go on outings to extend children's interests and developmental needs. External workshops and professionals often visit to extend learning opportunities.

Observation, Assessment and Record Keeping

Learning through Play

Play helps young children to learn and develop through doing, playing and talking. At Dover College we use the Development Matters Non-Statutory Guidance for the Early Years Foundation Stage (2020) to be used as a guide and supporting tool to decide what equipment to provide and how to provide it through a range of activities. This will help children to make progress in each of the areas of learning and development. We understand that active learning involves other peers, adults, objects, ideas and events that aim to engage and involve children for sustained periods. We believe that their learning should be as practical as possible and that play is essential for children's development across all areas. Play offers opportunities to form strong friendships, team building, generating ideas, responding to others, exploration and setting own challenges and goals.

In some of these activities, children decide how they will use an activity (child initiated) and, in others, an adult takes the lead in helping the children to take part in the activity (adult led). Early Years experiences should be built on what children already know, can do, their interests and the rate of their learning.

At Dover College, we value working closely with parents who are the child's first and most enduring educators. The information, which parents share with us in the early stages, is vital in forming a basis for further learning. Observation, assessment and record keeping are an important part of the educational process, which begins as soon as the child starts school.

Observation and Assessment

Assessment is important for helping teachers, parents and carers to recognise each child's progress, understand any individual needs and to inform further planning or support required. Ongoing assessment (also referred to as formative assessment) is an integral part of a child's learning and development process. Assessment is the process of reflecting, analysing and making an informed judgement on a child's learning. At the Nursery and Reception, an initial assessment is based on information from the home setting in the form of a booklet called 'All about me' which is shared by parents/carers with practitioners. This is in addition to information that may have been gathered from other settings and agencies, such as playgroups, health visitors, early help or speech and language therapists. Parents are also invited in for 1-1 meetings with staff to discuss their child's individual needs or parental concerns. Through regular interactions with children, teachers will respond through day-to-day observations, which involve watching children closely, playing with and communicating what they are doing at the time. This may mean observations are not always physically recorded as our focus is interacting with the child and learning in the moment with them. Responding to observations shared by parents is important and informs practitioners of the child's learning, interests and next steps. Observations & interactions help the practitioner to:

- Gain a detailed understanding of each individual child
- Plan for children's needs and interests, including specialist advice and support when required
- Plan for progression and differentiation
- Inform curriculum planning
- Share the child's development with parents/carers
- Provide information on transfer to the next stage in education
- Give practitioners a greater insight into how children learn
- Share a child's development and progress addressing any developmental needs in partnership with parents/carers and any relevant professionals
- Provide ongoing dialogue between teachers from Nursery to Reception and Reception to Year 1, to support successful transitions
- To push the early years ethos through the Prep School into Prep 2 and beyond.

As soon as your child starts in the Nursery or Reception, a teacher/key person will start to observe each child over the first three-four weeks - this is called baseline assessment. This will ascertain where your child is, any interests and what they should be able to do next.

Observations are made by adults who are involved with the child; including teachers, key workers, assistants, SENCO, parents, students and other professionals (such as health visitor or speech and language therapist) as well as the children themselves. Anecdotal observations are recorded which helps to build up a detailed picture of the child's development over time in each `Learning Journey`. This learning Journal records photos, observations and comments, to encompass the unique child and to build up a record of each child's experiences during their time at the Nursery and Reception. However, it is not to be used as a tool for collecting data. Teachers/key persons should use professional knowledge to help children make progress without needing to record numerous next steps. Staff will help and scaffold each child to make progress without the need to generate unnecessary paperwork.

The Milestone Assessment Tracker (MAT) will provide information for teachers/key workers to make a professional judgement on the child's learning and will help identify, if a child is at risk of falling behind in their development and what strategies need to be put in place to support each child.

We use a combination of formative and summative assessment.

- Formative assessment is the regular recording of children's learning experiences, which informs appropriate planning to allow for progression in learning. This information also provides evidence for summative assessment.
- Summative assessment is evidenced on Milestone Assessment Trackers (completed Termly) to check if the child is working within their expected age levels.
- Parents/carers are invited to regularly contribute to their child's Learning Journeys by sharing information, concerns, commenting on development alongside any areas of strength or weakness that need to be discussed further. They can do this either

verbally, through the parent/teacher parents meetings or through contact books or via email

- A parent meeting in the Michaelmas Term helps to form a baseline assessment of the child and their next steps
- Pupils entering the Foundation Stage will be initially assessed through observations for a variety of skills/abilities upon which a personalised programme to suit individual needs, interests and pace will be based.
- Assessment across the seven learning areas thereafter is ongoing, culminating in a report at the end of the Michaelmas term, a parent meeting in the Lent term, ending with a full report at the end of the Summer Term based on teacher knowledge. These records are then passed forward to form a basis for teaching and learning at the start of Reception and Year 1 alongside teacher transition meetings.
- At the end of the Reception year, the Reception teacher is internally moderated by the Deputy Head of Prep School and Early Years Manager where they will engage in a professional dialogue discussing each child's learning and development and where they are best described as:

Emerging (working towards meeting criteria within the expected age level)

Developing (achieved most criteria within the expected age level)

Secure (are meeting expected age levels/ ELGS)

Inclusion

Within our small class sizes, all children will receive quality first teaching on a daily basis and activities will support children's skills accordingly. Where children have been identified as having a specific need, strategies and support will be put in place in the classroom and intervention programmes will be implemented, where required. The MAT will also help teachers identify where a child may be needing support/challenge. The Early Years Staff liaises with the Senco to identify next steps and what type of extra support is needed.

The needs of children with English as an additional language will be met through planning and support using visuals and learning key words from their home language and providing this in the classroom environment. Parents will complete a linguistic profile form as part of the child's profile to inform key workers/teachers of key home words.

At Dover College we ensure all children learn and develop well and are kept safe and healthy, promoting teaching and learning to ensure all children are 'ready for Reception and Year 1' providing a broad range of knowledge and skills that provide the essential foundations for future progress and have good levels of well-being throughout school and beyond.

We encourage independence and self-care with toileting and regular hand washing after toileting, before snack and lunch times and when handling foods. We promote good oral hygiene with stories, leaflets, songs and some practical sessions on toothbrushing. A healthy

snack including cereals, milk and fruit are provided in the day alongside a healthy meal with different options at lunchtime. All staff keep up to date with food hygiene training.

The children have access to water at all times and are encouraged to bring their own water bottles into school.

9. EARLY YEARS FIRST AID

Scope

This policy sets out the arrangements for staff in the Early Years setting and holiday programme who are able to take action to apply first aid treatment in the event of an accident involving a child or adult.

Procedures

Every two to three years all staff in the Early Years are trained in paediatric first aid.

- Certificates gained are held in the HR office in staff files and displayed in the Prep school medical room.
- Our first aid kits comply with the Health and Safety Regulations 1981 and are checked once a term by the Early Years Manager and staff in the Medical Centre and re-stocked as necessary.
- First aid boxes are located in the Prep school medical room, the Muddy Knees classroom and Discovery Garden, Forest School and Refectory. The first aid boxes are all easily accessible to the adults, but out of reach of the children.
- At the time of admission to the setting parent's written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.
- Minor injuries will be treated by a qualified first aid practitioner. For injuries that are more serious, Early Years staff will contact the Medical Centre for advice and an informed decision will be made on whether to seek treatment from further medical professionals. In cases of serious injury, the emergency services will be called and parents will be informed immediately.

All staff are to be aware of the accident procedures as follows:

- Check casualty is breathing
- Check pulse and look for signs of bleeding
- Check for sign of serious injury
- If head, spinal or major leg injury is apparent, DO NOT MOVE casualty Otherwise, if unconscious, place in the recovery position
- Call ambulance

In all other cases, move casualty to a safe/dry area. Treat minor injuries and then phone the school Medical Centre.

Reporting the accident

Pupil accidents that require first aid will be written in the Early Years and Year 1 and 2 accident books. Staff report all injuries involving first aid treatment to parents through one of the following:

- A copy of the completed first aid accident book record
- Face to face communication

- Contact books
- Telephone call
- Email

Head injuries

- If deemed serious 999 will be called and the Deputy Head of the Prep School will be immediately notified, who will contact the parents/carers and inform the Headmaster.
- A head injury form will be completed by the member of staff providing the first aid
- This form is sent home to parents with how/where/when the accident happened and treatment received, a copy of this form is added to the head injury file which is located in the Prep School medical room
- A 'head bump' sticker is placed on the child and/or in contact books as a visual prompt
- Staff accidents are reported to the Bursary
- The wellbeing of staff and other children should be taken into account at all times
- Accidents will be investigated by Heads of Department in accordance with the procedure laid down in the DCSIs

Qualified staff

Early Years has a number of qualified First Aiders in addition to the Medical Centre Nursing Sisters. A poster detailing qualified staff throughout the school is displayed.

All members of staff from Early Years throughout the Prep School are qualified First Aiders. At Dover College:

- The Medical Centre nurses are qualified in First Aid at Work
- A qualified First Aider will be on site at all times
- A list showing the location of all First Aid Boxes is in Annex A
- First Aid boxes will be checked and replenished by the Medical Centre before the start of each term and at each half term. Any individual using any of the items in the First Aid box is to report the use to the Medical Centre, who will ensure that the necessary items are replenished.

First Aid Points for Early Years children:

- Muddy Knees classroom
- Prep School medical room
- The Refectory
- All Minibuses
- Discovery Garden/Forest School
- Bursary

10. FOOD AND DRINK

Scope

This policy sets out arrangements for the appropriate management of food and drink within the Early Years, holiday programme and Prep School.

Principles

The Early Years Department regards snack times and meal times as an important part of the setting's day and an opportunity to promote children's table manners and social skills. Eating represents a social time for children and adults and helps children to learn about healthy eating. At snack and meal times we aim to provide nutritious food which meets the children's individual dietary needs which are healthy, balanced and nutritious. Fresh drinking water is available at all times and a child's dietary needs will be catered for. During snack and mealtimes, children are always within earshot **and** sight of a member of staff at all times.

Procedures

We follow particular procedures to promote safe and healthy eating within our setting:

- Before a child starts at our setting we establish the child's dietary needs and preferences, including any allergies.
- We record information about each child's dietary needs in her/his registration records.
- We display current information about individual children's allergies and dietary needs in both the Muddy Knees class first aid cupboard and Prep school staff room to ensure that all staff are fully aware and informed.
- Catering staff in the refectory are also made aware of any allergies and dietary requirements and have clearly labelled posters of pupils and their requirements.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs as well as their parents' wishes.
- We plan menus in advance and copies of these are sent via email at the beginning of each term to parents and are displayed in the Early Years Department. These are also available to view on the school's website.
- We provide nutritious home cooked food for all meals and snacks.
- We take care to not provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts. We are a nut free school.
- We provide a vegetarian alternative daily to meet the needs of every child.
- We organise food and snack times so that they are social occasions in which both children and staff participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their culture.
- Fresh drinking water is constantly available. The children are informed about how to obtain the water and know that they can ask for water at any time of the day.

- We provide fresh milk, water and a variety of fresh fruit for children on a daily basis throughout the day. During our morning break children have the opportunity to choose from a variety of cereal, fresh fruit, milk and water.
- Snack times are an opportunity to develop mathematical skills and language.

Cooking activities:

When children take part in cooking activities they:

1. Are supervised at all times
2. Understand the importance of hand washing and simple hygiene rules
3. Are kept away from hot surfaces and hot water
4. Do not have unsupervised access to electrical equipment such as blenders and mixers
5. Risk assessments are carried out by staff to ensure children's safety at all times

All food preparation areas are hygienic and suitable for the preparation of food and drinks.

After school care and clubs:

For those children who stay after 16:00 a packed tea should be provided by parents.

- After school care/clubs will take place in the allocated classroom
- Designated staff have undergone training in food preparation and hygiene
- All surfaces will be thoroughly cleaned with antibacterial cleaner/wipes before and after tea
- Food and utensils will be stored away safely and securely
- Parents are asked to provide cool boxes to ensure food stays cold
- Waste food is disposed of daily
- Children must not share food
- Children do not have unsupervised access to the food preparation area
- All staff are first aid trained
- Pupils are seen and heard at all times

11. GARDEN AND OUTDOOR PLAY

Scope

This policy sets out the arrangements for outdoor play for Early Years and holiday programme at the Prep School.

Principles

Outdoor play is a vital part of children's development and through playing outside children can develop greater physical, social, sensory, language, mathematical and scientific skills.

Outdoor provision

We will include outdoor play in our regular planning, ensuring that we offer a wide range of learning experiences. We will encourage running, jumping, climbing and balancing on appropriate equipment in order to aid and promote physical development and good coordination. Such activities will also make children aware of the space around them and will encourage them to use space appropriately.

We will ensure regular visits to the Discovery Garden are planned to ensure children have the opportunity to explore the environment using natural resources taking full advantage of our Forest School provision.

We agree that all indoor activities can be transferred to the outdoor play area. These will include sand and water play, arts and crafts and current Early Years topics or themes to continue to support children's interests.

Activities planned for outdoor play and education will include planting and gardening, discussion of growing, living things and wildlife that use our garden. The seasons and the importance of recycling, litter picking, looking after the environment will also be incorporated into outdoor play and there will be time for reflective and quiet play.

We agree that as a team we are all responsible for setting up and clearing away equipment. We must all be aware of the children's safety, not just within our key groups. A security and safety check of the outdoor play area must be completed before children go out. This will be performed by the first member/s of staff using the playground or Discovery garden. We will encourage children to be confident in the outdoor play area, but we agree that the children will set and discover their own limitations in their own time.

Supervision of pupils during outdoor play is imperative at all times. Children have the opportunity to explore the climbing frame, climbing wall and slide, logs, tyres, sand shed, water play, bikes, trikes and scooters, cars and balancing equipment. They also have access to the outdoor gym equipment, basketball net, stage area and pods.

12. INDUCTION & ECTs

Scope

This policy outlines Early Years procedures for induction of teaching staff, support staff and new children. The policy will be implemented in accordance with agreed aims and other relevant policies including Continuing Professional Development (CPD), Supervisions, Performance Management, Health and Safety, Equalities, School Improvement Plan, Safeguarding and Behaviour policies.

Responsibilities

The Prep School Leadership Team will review this policy every two years.

Headmaster: Mr Simon Fisher

HR Manager: Emma Blakiston

Deputy Head of Prep School: Mrs Tracey Mills

Early Years Manager: Mrs Tracey Mills

Principles

The Prep School, Holiday Programme and Early Years is committed to safeguarding and promoting the welfare of the children in its care. The induction programme is a vital process that is undertaken to support newly appointed staff and students.

The induction of new staff is an important part of school life and essential in maintaining and developing the ethos of the school. The teaching staff are the school's most expensive resource and it is important that we invest time and effort to help each new staff member to settle quickly and happily into school.

An effective induction programme for teachers and support staff is essential to maintain continuity of purpose and benefit from the additional expertise the new member of staff will bring.

The aims of this policy

Our priority is to raise standards and improve the quality of education for all our pupils in a safe and welcoming environment. We believe staff who are well supported and confident in their roles will help achieve this more successfully. The Induction policy and associated procedures aim to provide all newly appointed staff, and those changing role, with a programme of structured support and guidance appropriate to their role to enable them to:

- integrate successfully into the school or new role
- consolidate their performance
- gain experience and develop professional expertise
- fulfil their job description successfully
- identify their potential for career development and take advantage of opportunities for CPD
- have opportunities to join in and contribute to discussions on school policy
- have opportunities for observation and discussion of their work with senior staff to discuss any difficulties that may be experienced

Procedures

All new staff will be provided with a Staff Induction Programme which will include information on safeguarding, child protection, health and safety, e-safety, the staff handbook, staff roles and responsibilities, first aid, SEN and the behaviour policy.

Teaching Staff

All new staff should be given appropriate induction advice, training and resources. This should include:

- The Curriculum
- Staff Handbook
- School Prospectus
- Access to Policy documents
- Year group schemes of work/planning
- Assessment advice, recording, reporting, resources and procedures
- Class list
- Allergy list
- Child Protection
- Safeguarding
- Behaviour Policy
- Health and safety including Fire safety
- Information on whole school and year group resources, including ICT
- E-Safety
- Timetables
- PPA time
- SEN information
- Roles and Responsibilities of all staff
- Educational Visits Policy and procedures

In addition, a member of the Leadership Team will ensure new staff are given a guided tour of the school, identifying locations of resources, procedures, staff and other relevant information. All new teaching staff will be allocated a mentor to provide advice and support on a daily basis. New staff will have access to the Deputy Head of Prep School or Head of Learning and Teaching to discuss additional training needs and difficulties they may be experiencing, in addition to these Performance Management procedures at any time and during organised supervisions throughout the Early Years and Prep School. New staff will also have access the Head of Learning and Teaching to discuss performance management, training needs, teaching difficulties and performance management.

Regular discussions during the first year with a staff colleague will be held to identify and resolve any concerns.

Early Career Teachers (ECTs)

Induction for newly qualified teachers will be provided, following guidance from the DfE and the Independent Schools Teacher Induction Panel. Induction advice and resources will be provided as for all teaching staff.

ECTs induction should:

- match particular development needs, identified during training
- provide appropriate development related to the teacher's strengths
- identify targets to be achieved for the first/second year of teaching
- provide opportunities for the ECT to record agreed targets and an action plan for their achievement, linking the teacher's needs with the School's Strategic Plan and targets.

All ECTs follow a structured mentoring program which includes regular meetings, observations, training and assessment. This programme may include: opportunities to visit schools to observe good practice; a planned programme of training for curriculum, classroom management and personal development; regular discussions with experienced teachers involved in the programme.

ECTs are allocated a mentor for day-to-day advice and support. ECTs teach 80% in their first year and 90% in their second year of the normal teaching day. ECTs take part in the normal monitoring procedures and are provided with feedback to support assessment and development of the new teacher's practice. Additional supportive observation and feedback is provided by senior staff. The Headmaster, Deputy Head of Prep School and Head of Teaching and Learning are available to discuss any additional training needs and difficulties that may be experienced.

Teaching Assistants

Induction information should include:

- Staff roles and responsibilities
- The opportunity to work shadow the existing post holder or person undertaking a similar job where possible
- Information on the school with access to the Staff Handbook and policy information, timetables and group lists for relevant classes
- Information concerning the child/children for whom they are responsible if appropriate
- Information on resources including SEN resources
- Information on assessment, record keeping
- Behaviour policy
- Safeguarding & Child Protection policy
- Training in the use of the photocopier, laminator
- Introduction to the computer system and e-safety
- Health and safety
- Fire safety
- Information on training opportunities
- Access to all policies
- Opportunity to comment on policy and practices through staff meetings

All staff will have the opportunity to discuss matters during regular supervisions and appraisals

Governors

Governors have a vital role to play in providing support, advice and guidelines for the school. All new governors should be provided with support and information on current policies and practice. This role comes under the Senior Leadership Team.

New Children

We aim to integrate new children happily and successfully into the Prep School and Early Years. The class teacher is responsible for arrangement for induction in liaison with the Deputy Head of Prep School and Early Years Manager (EYFS) and the Head of Teaching and Learning and SENCO, who will make contact with new pupils prior to their first attendance, where possible, and arrange a plan of visits for staff and children to meet prior to starting through taster sessions.

The purpose of this contact is to:

- Provide opportunities to gain the children's confident knowledge and trust in a known person
- Access and identify individual information on individual children and the cohort's progress
- Identify strengths and weaknesses, and make arrangements to match individual needs for support, welfare and SEN provision
- Provide relevant information to support the child(ren) in class appropriate to ability, behaviour, physical and emotional needs
- Provide information on aspects of transitions
- Provide taster sessions which will vary in amount according to individual child's needs
- Manage induction visits and tours to the Prep School and Early Years for children and their parents
- Parents and Children joining during the School Year will be provided with support to integrate into the year group
- A parent handbook will be distributed to provide relevant information
- The Headmaster and The Deputy Head of Prep School are responsible for the induction of new children and their parents

The programme will include:

- Meeting with the Deputy Head of Prep School and Early Years manager to discuss the child's needs and provide school information
- Guided tour around the school with an opportunity to meet the designated class teacher and class
- School prospectus and Nursery handbook
- School calendar
- Uniform
- School dinner/lunchtime arrangements alongside menu

- Opportunity for the child to spend some time in school (taster session) with the class before joining full time if appropriate

The Class Teacher/Key person will be responsible for the day-to-day induction of the child providing:

- A named buddy to support the child in daily routines
- Information on daily routines: PE games, play/lunch arrangements, newsletters/handbooks
- Assessment in liaison with SENCO to identify appropriate learning and emotional needs, pastoral support and parental contact
- Meeting any daily parental and child's needs

Dissemination

The Deputy Head of the Prep School and Head of Teaching and Learning will ensure all contents of this policy are included during induction of all new staff. Where appropriate, staff must sign to say that they have read and understand the contents of this policy. All staff, volunteers and visitors must be made aware that the policy is kept on the school network/shared area and that paper copies are available on request.

13. INTIMATE CARE

Scope

The Early Years Department, aims to support children's care and welfare on a daily basis in line with their individual needs. This policy sets out arrangements for staff to support children in a professional and caring manner.

Principles

All children need contact with familiar, consistent carers to ensure they can grow confidently and feel self-assured. At times children need to be cuddled, reassured, encouraged, held and offered physical reassurance.

Intimate care routines are essential throughout the day to ensure children's basic needs are met. This may include nappy changing, supporting children with toileting, changing clothes where required, first aid treatment and specialist medical support.

Procedures

In order to maintain the child's privacy, the majority of these actions will take place on a one-to-one basis and wherever possible will be supported by the child's key person, with the exception of the first aid treatment which will be conducted by a qualified first aider. Staff should adhere to safeguarding procedures when supporting/changing children.

Toileting

- Staff communicate with each child during their toileting to ascertain the level of help needed to be given. Staff encourage the children to carry out as much as possible for themselves during toileting
- Early Years staff ensure other children are not stood watching while a child is toileting
- Any equipment needed is gathered together prior to toileting a child so they are not left alone or left to wait for the procedure to be finished
- Staff talks continually during toileting to distract children who may become upset, embarrassed or conscious of themselves
- Staff encourages all children to carry out personal hygiene by encouraging them to ALWAYS wash their hands after toileting
- Children are always accompanied by a member of staff - seen or heard

Nappy changing

- Staff will comfort and support the children by talking or singing if the child becomes distressed
- The changing mat is cleaned after every use
- Staff will use the protective equipment provided such as aprons and gloves
- Staff will always wash their hands afterwards (For more information refer to Nappy Changing Policy)

Wiping noses

- In the Early Years children are encouraged to do as much as possible for themselves, although this is always dependant on the age/stage of development of the child
- Staff will always ensure that there is a box of tissues in their room which are located in the same place
- From the Muddy Knees class and upwards the children will be able to collect a tissue themselves and wipe their own nose
- Where this is not possible, children are asked to collect a tissue so that a member of staff can help them and offer guidance

14. KEY PERSON AND SETTLING IN

Scope

Within the Early Years Department, we operate a key worker system and all children are allocated a named member of staff who will oversee their individual wellbeing and progress, including the child's personal care and home links. This policy sets out arrangements to support children to settle into the Early Years Department.

Methods

Each child will be allocated a key person (this is usually the class teacher). The key worker will be responsible for ensuring that every child's care is tailored to meet their individual needs and to help children settle into their class. They will be responsible for liaising with parents/carers about their child's progress and development through daily feedback, contact books, parent evenings, school reports and progress checks building strong relationships with both parents and child.

The following will be used when observing children:

- Participating in focused activities, recording children's skills and developing knowledge.
- Observations – long and short, anecdotal, photographs. These will inform future planning and any next steps required for each individual child.
- A record of the child's time spent with us will be built up using samples of "work", photographs, learning journeys and written evidence.
- Children's Learning Journeys are shared with parents/carers, who are encouraged to contribute with learning experiences the child has had at home, through wow moment forms and good news slips. This file will be given to the child's parent/carer when leaving and with parents' consent shared with the child's next teacher.
- Parent/carers permission will be sought to share observations with other professionals where necessary.
- We will liaise with parents/carers on a regular basis through parent evenings, daily attendance, reports, contact diaries and emails. Parents/carers can request a meeting to discuss their child's progress whenever they want to.
- Each child's development will be closely monitored to ensure that any concerns relating to Special Educational Needs are dealt with promptly and in the first instance are referred to the school SENCO who will arrange to discuss any concerns with parents/carers.

Settling in

Before a child starts at Muddy Knees Nursery /Pre-Prep parents/carers are provided with a variety of information from:

- The website
- Prospectus
- Early Years Handbook
- Meetings with parents

- Tours
- Menus
- Taster sessions
- Policies
- Open days
- School Uniform List
- Term dates
- Information about the funded hours

During the half-term before the child is due to start they are invited to attend a taster day.

- We allocate a key person to each child and family before they attend/start. This key person will welcome and look after the child during his/her settling in process.
- When a child attends the setting the key person and parent/carer will jointly decide the best methods/strategies for a smooth settling in process.
- We recognise younger children or children who have never left parents/carers may take longer to settle and the parent may need to be close at hand.
- We recognise children form attachments with their key person and may search for them on arrival to seek comfort.
- When parents leave we encourage them to say goodbye to their child and explain when they are coming back.
- We do not believe in letting a child cry or get distressed in the setting. If the key person cannot settle a child, parents will be informed and strategies will be discussed.
- Within the first few weeks of a child starting the Early Years staff will ask for and share information with parents to help with the settling in process.

15. EYFS MISSING CHILD

Scope

At the Prep School, Holiday Programme and Early Years, children's safety is maintained as the highest priority at all times both on and off the premises. Every attempt is made through carrying out the outings procedure and the exit/entrance procedure to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, this policy and associated procedures are followed. The term 'parents' also relates to carers and those with legal guardianship of children.

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing the key person/staff alerts the Deputy Head of Prep School and Early Years Manager (who will also inform the Headmaster).
- The Deputy Head of Prep School will carry out a thorough search of the buildings, gardens, toilets and surrounding area
- The register is checked to make sure that no other child has also gone astray
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out
- If the child is not found, the parent is contacted and the missing child is reported to the police
- The Deputy Head of Prep School talks to the staff to find out when and where the child was last seen and records this
- The Headmaster carries out an investigation

Child going missing on an outing

- This describes what to do when staff have taken a small group on an outing, leaving the Deputy Head of Prep School or Head of Teaching and Learning and/or other staff back in the setting. If the setting manager or Deputy Head of Prep School has accompanied children on the outing, the procedures are adjusted accordingly.
- What to do when a child goes missing from a whole setting outing may be a little different, as parents sometimes attend and are responsible for their own child.
- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- The outing leader contacts the police and reports the child as missing.
- The Deputy Head of Prep School contacts the parent, who makes their way to the setting or outing venue as agreed with the Headmaster. The setting is advised as the best place, as by the time the parent arrives, the child may have been returned.
- Staff take the remaining children back to the setting.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.

- The outing leader contacts the Deputy Head of Prep School who will make contact with the Headmaster and reports the incident with parents being contacted.

The Investigation:

- Staff keep calm and do not let the other children become anxious or worried.
- The Deputy Head of Prep School or Headmaster speaks with the parent/s.
- The Deputy Head of Prep School carries out a full investigation, taking written statements from all the staff in the room or who were on the outing.
- The key person/staff member writes an incident report detailing the following:
 - The date and time of the report.
 - What staff/children were in the group/outing
 - The name of the staff designated responsible for the missing child.
 - When the child was last seen in the group/outing.
 - What has taken place in the group or outing since the child went missing.
 - The time it is estimated that the child went missing.
 - A conclusion is drawn as to how the breach of security happened.
 - If the incident warrants a police investigation, all staff cooperate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's Social Care may be involved if it seems likely that there is a child protection issue to address.
 - The incident is reported under RIDDOR arrangements. The local authority and Safety Officer may want to investigate and will decide if there is a case for prosecution.
 - In the event of disciplinary action needing to be taken, the relevant authority is contacted.
 - The insurance provider is informed by the Bursar.

Measures in place to ensure a child does not go missing

- Coded /fobbed access doors in place and staff fob access on main entry points for all authorised persons
- Fobbed locked doors/gates in and out of external gates to and from the Prep School and Nursery
- Staff welcome pupils on arrival to school at all entry/exit points
- CCTV system upgraded and in place across the school grounds
- Information to parents and staff about challenging unknown persons on the premises and at the door
- Visual fobs and coloured specific lanyards issued
- Supervision of children at all times
- Sufficient staff to maintain ratios
- Collection policy for children
- Regular counting of children
- Registers taken regularly
- All external excursions have a risk assessment alongside the Educational Visits criteria and paperwork prior to the visit taking place.

- All Educational Trip paperwork is signed off by the Educational Visits person, a member of SLT and the Headmaster.

Managing People

Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible. The staff will feel worried about the child, especially the key person or designated carer responsible for the safety of that child. They may blame themselves and their feelings of anxiety and distress will rise as the length of the time the child is missing increases. Staff may be the understandable target of parental anger and they may be afraid. The Deputy Head of Prep School needs to ensure that staff under investigation are not only fairly treated, but receive support while feeling vulnerable. The parents will feel angry and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the Deputy Head of Prep School and Early Years Manager or Headmaster. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom should be the Deputy Head of Prep School. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated.

The other children are also sensitive as to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.

In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The Headmaster will use his discretion to decide upon which action to take.

Staff must not discuss any missing child incident with the press or media without taking advice from the Headmaster.

16. MOBILE PHONES AND DIGITAL PHOTOGRAPHY

Scope

This policy sets out the arrangements for the management of mobile phones and digital photography within the Early Years provision.

Policy Statement

Children have their photographs taken to provide evidence of their achievements for developmental records and for marketing. Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take or record any images of children for their own records during session times.

Procedures

- Under the Data Protection Act 1998, the nursery/Reception must seek parental consent to take photographs and use video recorders. This permission is sought during registration of each child by the admissions team. Photographs will be stored on the school's laptops and computers on google drive, which is password protected, until the school ceases to operate. Should this occur then all photographs will be shredded or deleted from the schools laptops and computers.
- The Early Years digital camera/s, iPads or memory cards must not leave the setting, except for Early Years outings. Photos are printed in the setting by staff and images are then removed from the camera's memory.
- All cameras and I-pads are locked up overnight.
- Photographs may be taken during indoor and outdoor play and may be displayed and used in a child's Learning Journey, as part of the child's developmental records for children and parent/carers to share and make contributions. The Learning Journey becomes the property of the Parent/carer at the end of the child's time in the setting.
- Often photographs may contain other children in the background.
- Events such as, Sports day, Outings, Christmas and Fundraising Events may be recorded by video and photographs by staff and parent/carers, but always in full view of all attending and must not be distributed on social media.
- On occasion we might like to use photographs of the children taking part in an activity to advertise/promote our Early Years department via the school website, Early Years blog or social media sites; parental permission is sought through Admissions on entry to the school.
- Personal mobile phones belonging to the Early Years staff are not to be used throughout contact time with the children and are locked away in the lockers provided in the staff room.
- Early Years Staff are not permitted to use recording equipment on their personal mobile phones to take photos or videos of Early Years children.
- During outings nominated staff will be permitted to have access to their own mobile phone, which are to be used for emergency contact only.
- All cameras and mobile phones are prohibited in the toilet and nappy changing area.

17. NAPPY CHANGING

Scope

In the Early Years Department we understand that children are at different developmental stages. We work with parents towards independent toilet training, unless there are any medical or developmental reasons why this would be inappropriate. In the early years we aim to be inclusive to all children and to give consideration to the individual needs of the child. The school has written this policy to ensure that best practice and procedures are carried out at all times. This policy complies with the legal requirements of the Early Years Foundation Stage statutory framework.

Aims

In the Early Years Department nappies will be checked at regular intervals and changed when required. A child's nappy will always be changed promptly when wet or soiled.

Best practice followed at Dover College:

- Staff members will wear a disposable apron
- Staff members will wear a fresh pair of disposable gloves each time they change a nappy
- Staff members must wash their hands after every nappy change using soap and water and/or alcohol gel
- Sensitive skin wet wipes will be used for every nappy change, if authorised by parents and carers
- A soothing cream will be applied if a child has sore skin or if a parent specifically requests for it to be applied to their child and has supplied it
- Soiled nappies will be placed into a tie handle bag then placed into the designated nappy bin
- Staff members must ensure that the changing mat is cleaned after every use with an antibacterial cleaner and dried off with a paper towel
- Staff members will ensure that potties are available for children being toilet trained and cleaned with antibacterial cleaner after every use
- We will keep a supply of various sized nappies and pull-ups in stock for emergencies
- Nappy changes will be recorded in the nappy changing file.

Procedure for Staff to follow at Dover College

- Prepare the changing mat by cleaning with antibacterial spray. Ensure the following items are ready before changing the nappy; clean nappy, wipes and nappy cream if required
- The staff member must put a fresh set of gloves and disposable apron on for every child that has a nappy changed
- The staff member must then remove the child's nappy and dispose of the nappy in Nappy Bin
- Next the staff member must wash and dry the child using wipes. Using the wipes the staff member must wipe the genital area from front to back

- Nappy cream must be applied if requested by the child's parent/carer. A clean set of gloves must be used to apply nappy cream
- The staff member must then put on a clean nappy and a new set of clothes if required
- The staff member must ensure that the child's hands are clean after toileting by washing them with soap and water and drying them off with a paper towel
- The staff member must then wash the changing table with antibacterial spray
- The staff member must then wash their hands with liquid antibacterial soap and running water and dry their hands on a disposable paper towel.
- The staff member must make a record of the nappy change in the nappy changing file.

Parental responsibilities

In the Early Years Department we work in partnership with parents and ask them to assist us by ensuring the following:

- Parents understand and agree the procedures that will be followed when their child is changed in the setting and parents must sign a consent form granting permission for their child's nappy to be changed
- Parents understand they are to provide their child with nappies, baby wipes and nappy cream if required
- Parents understand that they will be asked to collect their child from the setting if their child shows symptoms of sickness or diarrhoea or similar indications of ill health and should keep them at home for 48 hours after the last bout of diarrhoea or sickness.
- Parents must send their child in nappies, wipes or protective underwear until they are dry and clean the majority of the time and provide spares for each session.

Any questions about this policy should be directed to the Deputy Head of Prep School and Early Years Manager.

18. PARENT / CHILD INFORMATION

Scope

This policy sets out the arrangements for admission and sharing information between parents and the school during admission into Early Years and into the Prep School and the updating of information held.

Admission process

Before children can start at the Muddy Knees Nursery and Forest School/Reception at age three, parents and children are invited to register and attend our Open Mornings or book in for a tour. Children are offered a taster session and if the school can meet the needs of the child a letter of offer is sent. Once completed, signed and returned alongside both the completion of the registration form, personal details form the child is allocated a space and required sessions according to availability.

Admissions will provide information regarding school uniform/registration forms and any other queries.

The bursary will provide information regarding payment, fees and funded hours.

Personal information

Early Years teachers regularly discuss their child with parents to gain information and share information. We recognise that just as children change, so family circumstances and family views change, and therefore the details will be reviewed with a parent at least once a year in order to ensure that it is fully up to date (Parents Evenings).

Parents will be informed that the information on the child's personal details forms will be held on the database and in the child's file (located in the school office). It is the responsibility of parents to ensure that the school is updated of any changes.

In the event of parents being absent for any reason, e.g. holiday or business out of the country, parental responsibility must be delegated in writing/email to the headmaster if in Reception class.

19. EARLY YEARS PETS

Scope

This policy sets out arrangements for the management and integration of animals into the Early Years at Dover College.

Principles

In the Early Years Department we believe that children learn through real life experiences, therefore when we have the opportunity, we like to provide activities that will accommodate this, such as animals in the setting or through outings. We may keep pets on site and we may also allow supervised visits to the setting of other animals. Before we allow animals into the Early Years we will put the following safety measures into place:

- A risk assessment will be completed and mitigations acted upon before any animal enters the nursery or garden space
- All parents/carers will be given advance details of any animals at the setting
- All parents/carers will be asked for their written consent before their children are able to pet animals, where permission is not given alternative experiences will be provided
- A list of children's allergies is included on all admission forms. Children who have allergies to animals, animal bedding or food will not be allowed in the same vicinity as the animals. If a child is allergic to a pet, we will ensure that they do not come into contact
- All staff will be given adequate information/instructions on how to keep and handle visiting animals
- Any animal entering the Early Years will be tended to and supervised by its owner, keeper or suitable member of staff at all times. Any visitors to the setting will be required to adhere to our vetting, signing in and supervisory procedures at all times
- Any pets/animals will be the responsibility of the class teacher who can delegate day to day care tasks
- We will adhere to RSPCA recommended welfare standards for any pets in the setting
- When handling animals, to protect children and staff from cross contamination, any pre-existing skin lesions or wounds will be covered with appropriate dressings
- Children will be supervised at all times when they are in contact with animals and given specific instructions about how they can stay safe
- A first aid kit will be available nearby and a trained first aider
- All staff and children will follow the strict Hand Washing and Protective Clothing policy before and after handling animals and again before eating food.

20. PARTNERSHIP WITH PARENTS POLICY

Scope

This policy sets out the aims of the Early Years Department and guidance for the setting to work closely with parents who have children in the Early Years Setting and also to communicate each parents' role in this process. The policy also extends to working relationships with all parents of children in the Prep School. Please note that the term 'parents' also relates to carers and those with legal guardianship of children.

Aims

The Early Years Department recognises that parents are the first educators of their children and our aim is to work in partnership with parents in providing an environment that supports and involves them in the work of the setting.

The setting strongly supports 'inclusive practice' thus meaning that no one shall be discriminated against due to race, culture, background, gender, sexuality, disability or additional needs.

The setting endeavours to build strong, positive relationships with the parents of all the children who attend the setting. To support this, we provide information for parents on the policies and procedures of the setting.

Procedures for Informing Parents

All parents are invited to attend workshops on how the EYFS is being delivered and how best to support your child at home, alongside Phonics and Maths workshops.

All parents have access to our complaints procedure and we will ensure that any complaints are dealt with effectively in accordance with this. All providers must investigate written complaints relating to their fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint.

Questions are answered honestly and we always welcome comments about the work that we do. Parents are consulted about all issues that affect the welfare, wellbeing, learning and development of their children.

Procedures are in place to ensure that the children's key person shares information about each child's care, learning and development on a regular basis. An overview of the experiences and activities that the children are involved in is shared with parents to enable them to fully participate in their children's lives in the setting. Information about the Early Years Foundation Stage (EYFS) is clearly displayed and accessible to parents.

The Nursery, Pre Reception and Reception Handbooks are distributed to all new parents providing information about the setting in an easy to use book. Policies are always available upon request or on the Dover College website.

For parents who may have disabilities, additional needs or English as an additional language, the setting will work closely with the family to ensure that they are fully included and respected.' Parents will be provided information about how the setting supports children with special educational needs and disabilities and they are introduced to the SENCO.

Termly newsletters are sent via email to all Prep School parents, Early Years teachers write termly letters to parents. The Headmaster writes a weekly newsletter, A View from the Close providing information about past and forthcoming events. Staff also write in children's contact books every day. Any additional information such as the weekly menu and services provided by outside agencies and organisations can be found on the parent's notice boards that are displayed outside the setting and on the Dover College website.

'Learning Journey' records are maintained by staff and are available for parents to view at all times; in addition, parents are invited to contribute their own observations using their child's 'Good News Slips.' For parents that we do not see on a regular basis a 'Contact' book is provided to ensure that communication and information is shared.

There are reports at the end of Michaelmas and Summer term and parents evenings twice yearly for staff and parents to discuss and review progress and the 'Learning Journeys.' Parents can make additional appointments with Key Workers if necessary at any time throughout the academic year. Reception have an additional Parent meeting in the Summer where parents are invited to be part of the discussion around their child's development and transition into Prep 1 with the Reception and Prep 1 teacher.

The setting has strong links with outside agencies and organisations, such as Speech and Language (SALT) and Early Help and encourages parental participation in attending courses and training both in and outside the setting e.g. Early Years' parent workshops.

Where concerns have been raised staff/parent meetings are arranged; concerns will be discussed and actions agreed. Subsequently there will be a regular review. Where appropriate, other professionals and outside agencies are consulted and may be involved in these meetings. If parents need to liaise with other agencies, support is offered.

Staff are always available to speak to parents at dropping off and collection times; if not appropriate or inconvenient, an alternative meeting time will be arranged.

Parent's views and ideas are always welcomed by staff and the school and are used to support the review, evaluation and development of the provision. All suggestions will be listened to and it is acknowledged that all children, parents and staff have the right to be heard.

The setting encourages and supports parents to play an active part in their child's early education and development and always welcomes contributions of their own skills, knowledge and interests.

21. PLANNING AND PROVISION

Scope

The aim of this policy is to support Early Years teachers during the foundation stage to enable children to achieve the learning goals which they are expected to achieve by the end of their Reception class year at school.

Foundation Stages and Goals

The foundation stage begins at Dover College when children reach the term they turn three. Children aged between three and five are constantly encountering new experiences and seeking to understand them in order to extend their skills. The Dover College EYFS ambitious curriculum outlines early learning goals which most children are expected to achieve by the end of their Reception class year at school.

The aim of the Early Years is to plan a curriculum with guidance from the Development Matters in the Early Years Foundation Stage (2020) which has been incorporated into our own ambitious curriculum to provide the children with learning experiences of the highest quality, considering both children's needs and achievements and the range of learning experiences that will help them to make progress towards (and, where appropriate, beyond) these goals.

The seven areas of learning and development are as follows:

Three Prime Areas

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

Four Specific Areas

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

Planning

The seven areas of learning will provide the basis for our planning:

- Each year the Early Years decides which topics will be covered throughout the year through Long Term plans for example: Autumn, Spring, Christmas etc., for adult led activities and lessons. Plans are frequently changed around children's group and individual interests.
- The plans for the activities may be shown as a spider chart or in some other form to enable ideas to be discussed, selected and sorted through early years' staff meetings;

- The activities are then broken down again into weekly and daily lesson plans to show which of the seven areas are being covered
- Alongside daily adult led plans staff also have spontaneous planning from children's interests, observations and discussions, where pupils progress and interests will be discussed and planned for progression
- Photographs are regularly taken alongside daily plans and spontaneous planning to follow children's interests.

To give an idea of how the Early Years provides for the foundation stages and some of the learning goals that are encouraged a few examples are given below:

Activity and Areas

Personal, Social and Emotional

- JIGSAW activities
- Sand and water play
- Role play e.g. at the hairdressers, home corner
- Seek out others to share experiences
- Have an awareness of the boundaries set and of behavioural expectations
- Showing curiosity
- Investigate feelings through activities and experiences
- Adult led activities
- Forest School
- A box full of feelings
- Turn taking games
- Healthy eating activities

Communication and Language

- I CAN activities
- Show and Tell
- Daily story sessions morning and afternoon
- Conversations in a rich language environment
- Listening to story tapes
- Drawing/writing own shopping list
- Discussion about sunshine and rain helping things to grow
- Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions
- Use writing as a means of recording and communicating
- Ask questions often in the form of where or what?
- Adult led activities
- Show and tell sessions
- Forest School
- Role play

Physical Development

- PE lessons: Gymnastics, Movement and Dance, ball skills, sports day

- Action Songs
- Tracing Pictures
- Picture Lotto
- Outings
- Discovery Garden
- Outdoor environment with climbing frame
- Scissor control
- Writing
- Adult led activities
- Forest School

Mathematics

- White rose guided activities (Reception)
- Number stories
- Count confidently to 5 and 10 activities
- Subitising activities
- Play dough, pebbles, counting frames
- Counting cups and plates at snack time
- Daily helper of the day system
- Adult led activities
- Exploring patterns
- Begin to count beyond 10 (counting children)
- Self- registration
- Cooking
- Talk about, recognise and recreate simple patterns
- Use appropriate shapes to make representational models or more elaborate pictures.
- Number songs
- Forest School

Literacy

- Twinkl Phonic sessions
- Weekly story focus
- Writing and mark making
- Reading- stories, recalling, role-playing
- Shaving foam play
- Adult led activities
- Forest School
- Language comprehension
- Word reading
- Rhymes, poems and songs
- Helicopter stories

Understanding the World

- Investigating religions/cultures, e.g. Christmas, Diwali, Chinese New Year
- Exploration of the garden, changes etc.
- Listening to music tapes from around the world

- Discussion about what they have done at home
- Gain an awareness of cultures and beliefs
- Examine objects and living things to find out more about them
- Remember and talk about significant things that have happened to them
- Learning and promotion of British Values
- Forest School
- Outings
- Stories - non-fiction books, rhymes and poems
- Meeting important members of the community e.g. police officers, firefighters and nurses
- Looking at a focus country
- Environmental topics - recycling, caring for wildlife, litter picking

Expressive Arts and Design

- Specialist music lessons
- Musical Instruments
- Investigating creative resources
- Tap out simple repeated rhythms and make some up
- Enjoy joining in with singing, dancing and ring games
- Imaginative play
- Forest School
- Mark making - painting, oil pastels, water colour, water painting etc
- Using media and materials
- Construction of different materials and resources
- Junk Modelling
- Loose Parts Play
- Helicopter Stories

Play

Toys are not just for fun: most toys help to encourage the development of children in different areas so that even when children seem to be just playing they are learning at the same time. All the toys and activities set out in the Early Years have been carefully planned to cover certain areas of a child's development within the EYFS as shown above. During the structured day the staff interact with all the activities to encourage planned learning and child initiated play and scaffold any learning as and when required to do so. The staff continually observe (observations are written, annotated and/or photographic) the children and use the information gained to assess each child's development and stage of learning. Regular discussions with parents are maintained to ascertain the same outcome working together in partnership for each child.

22. REST AND SLEEP

Scope

The Early Years department recognises that throughout the day some children, particularly those that are younger, will require opportunities to rest and sleep. This policy sets out arrangements to ensure each child's individual needs are met. The term 'parents' also relates to carers and those with legal guardianship of children.

Individual care

Individual sleep and rest patterns will be discussed and agreed with parents and met as far as possible within the daily routine. Parents will be informed both verbally and through contact books as to how much sleep their child has had whilst at school.

Rest/Quiet Times

- Comfortable, 'cosy' areas and an appropriate environment will be provided to allow children to rest as and when they wish throughout the day
- A quiet time opportunity will be provided every day from 1.30pm for children to sit quietly, listen to music, and watch an educational DVD, which incorporates the current themes and interests of the child or to look at books and be read or sung to
- During the Summer Term children will be encouraged to sit quietly looking at books or doing a challenge to encourage them to be 'school ready' when joining Reception.

Sleep Times

- Staff recognise that children have individual needs and need to sleep
- Staff will regularly check on sleeping children and will never leave them unattended
- Comfort items such as blankets, soft toys and comforters from home will be used in line with parent's wishes and never used as a bribe or punishment.
- Pupils will have their own washable sheet and comforters if required.

Environment

An appropriate environment will be provided for children who wish to sleep, including:

- A sufficient and cosy space will be provided with beanbags and blankets
- Sleep areas will be away from radiators to ensure that children are comfortable and do not get too hot or hurt themselves
- Children who are not sleeping are taken to another area of the room to minimise disruption to those that are sleeping.
- Fold out chair beds in the nursery are available for any child who wishes to rest.

Ensuring Children Sleep Safely

Children who are sleeping are never left in a room where they are not visible at all times.

- Bedding will be cleaned thoroughly using antibacterial cleaner or washed
- Children will be supervised at all times when they are sleeping
- Checks on each child will be carried out every ten minutes.

23. RESTRICTIVE PHYSICAL INTERVENTION

Scope

This policy sets out arrangements for restrictive physical intervention. The term 'parents' also relates to carers and those with legal guardianship of children.

Principles

All staff in the Early Years Department aim to help children take responsibility for their own behaviour. We achieve this through:

- Positive role modelling
- Planning a range of interesting and challenging activities and making changes to the provision
- Reinforcing appropriate boundaries and expectations
- Positive reinforcement daily

Principles for the Use of Restrictive Physical Intervention

Staff in the Early Years and Prep School will only use 'restrictive physical intervention' in extreme circumstances and only when we believe it is in the child's best interest. For example, if a child is in danger of hurting him/herself, others or of causing serious damage it is used to restore safety, both for the child and those around him or her. Minimal force will be used for as limited a period as possible according to the circumstances.

Restrictive Physical Intervention may be used when

- a child is injuring themselves or others
- a child is damaging property
- we believe that injury or damage is about to happen
- a child attempts to leave the school without their key person or a member of staff
- There is an individual plan which includes this type of intervention.

Restrictive Physical Intervention will be used:

- By an adult who knows the child well (ideally their key person)
- In an emergency, by any of the staff

When Restrictive Physical Intervention is used we will aim:

- For side-by-side contact with the child
- For no gap between the adult and the child
- To keep our backs straight
- To hold the child by "long" bones (not joints)
- To avoid restricting the child's ability to breath
- To avoid lifting the child

Monitoring

Any use of 'restrictive physical intervention' will be recorded and monitored in the Restrictive Physical Intervention book located in the Deputy Head of Prep School's office who will immediately be informed.

Staff should record as much detail as possible; including the date, time, any names of other staff present, why intervention occurred and how it was dealt with. Staff must sign the book. And parents will be informed of the situation.

Any complaints by the child, key person, staff, visitor or parents will be dealt with through our Complaints Policy.

24. MANAGING CHILDREN WITH ALLERGIES / SICKNESS / INFECTIONS

Scope

In the Early Years Department we provide care for children and promote health through identifying allergies and preventing cross infection of viruses and bacterial infections. This policy aims to support teachers and parents to manage health, infections and sickness effectively. The term 'parents' also relates to carers and those with legal guardianship of children.

Care plan

If a child has an ongoing illness and requires care then a care plan will be provided (please refer to the Dover College Policies and Procedures for the main school policy).

Procedures for Children with Allergies

When parents start their children at the setting they are asked to complete a registration form where any known allergies are recorded and it is the responsibility of the parent to inform the school of any known allergies or illnesses.

If a child has an allergy, a care plan is completed to detail the following:

1. The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, egg, bee stings, cats etc.)
2. The nature of the allergic reactions e.g. anaphylactic shock reaction, including rash, reddening of the skin, swelling, breathing problems etc.
3. What to do in case of allergic reactions, any medication used and how it is to be used (e.g. EpiPen.)

This information is stored in the staff room which is locked at all times, all staff are notified, including the catering staff in the refectory. Staff are trained in how to administer special medication in the event of an allergic reaction. Generally, no nuts or nut products are used within the setting (and school.) Parents are made aware so that no nut or nut products are accidentally brought in, for example to a celebration.

Procedures for children who are sick or infectious

- If children appear unwell during the day – sickness, diarrhoea, pains, particularly in the head or stomach or a temperature the Prep School Deputy will call the parents and ask them to collect the child, or send a known carer to collect the child on their behalf. In the absence of the Prep School Deputy the class teacher/Key person will phone.
- If a child has a temperature they are kept cool by removing top clothing and sponging their heads with cool water.
- The child's temperature is taken using a 'fever scan' in the ear device which is kept in the first aid cupboard (located in the Prep School medical room)
- In extreme cases of emergency, the medical center nurses should be contacted for further advice.

- Parents are asked to take their child to the doctor before returning their child to school; the school can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics, parents are asked to keep children home for 48 hours before returning to the setting.
- After sickness and/or diarrhoea, parents are asked to keep children home for 48 hours after the last episode.

Nits and Head Lice

- Nits and head lice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has cleared.
- On identifying cases of head lice, all parents are informed and asked to treat their child and all their family if they are found.

Reporting of 'notifiable diseases'

- If a child or adult is diagnosed suffering from a notifiable disease under the Public Health (Infectious Diseases) Regulations (1988,) the GP will report this to the Health Protection Agency.
- When the setting becomes aware, or is formally informed of the notifiable disease, the Headmaster will inform ISI and act on any advice given by the Health Protection Agency.
- The setting will also inform the medical centre.

HIV/AIDS/Hepatitis Procedure

- HIV virus, like other viruses such as Hepatitis (A, B and C) are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.
- Single use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Protective rubber gloves are used for cleaning/slucing clothing after changing.
- Soiled clothing is rinsed and either bagged for parents to collect.
- Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution; any cloths used are disposed of with the clinical waste (Medical Centre).
- Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.

25. SUN PROTECTION

Scope

In the Early Years we want all children and staff to enjoy spending time outside safely without the risk of the harmful effects of the sun. We work with staff, children and parents to achieve this through a variety of ways as described in this policy.

Procedures

- Parents will be asked to provide sunscreen for children as well as suitable clothing and hats.
- Parents will be asked to apply sunscreen before their child arrives at school.
- Sunscreen should be applied, that is factor 30+, to all exposed parts of the body 15-30 minutes before going out in the sun not forgetting ears, shoulders, necks, noses and tops of feet etc.
- All children should wear sunscreen. Parents whose children are allergic to sunscreen should either try to find an alternative or ensure that their child is adequately covered with long sleeved, long legged clothing.
- Activities set up outdoors should be kept in the shade where possible and children encouraged to use shaded areas for their games.
- Children should be dressed in summer uniform.
- Children should be encouraged to wear hats with brims so that most of their face is shaded.
- If children are playing in the water, sunscreen will wash off and will need to be reapplied once they have been dried.
- Children should be taught appropriately about the need for sun protection and its importance through discussion and topics.
- Permission slips should be obtained from parents before applying sun cream - these are included in the about me forms.

Trips

Staff need to remember to take care when taking the children out. When taking trips staff also need to consider whether the venue they are travelling to will have sufficient shaded area for the children.

26. SUPERVISION OF CHILDREN DURING VISITS AND OUTINGS

Scope

Children benefit considerably from being taken out of the setting to extend their learning and development during visits or trips to suitable venues for activities which enhance children's learning experiences. Staff within the Early Years Department ensure that there are procedures to keep children safe on outings at all times. All staff and volunteers are aware of procedures and follow them as set out below.

This policy applies to all staff and volunteers working or visiting the early year's department. The term 'parents' also relates to carers and those with legal guardianship of children.

Procedures

- All parents sign a specific consent form for outings authorising consent to take children out of the setting
- A thorough risk assessment is carried out on all outings before an outing takes place
- Our adult to child ratio is high, with sensible qualified staff on duty at all times
- Named children are assigned to minibuses alongside named staff to ensure each child is supervised and accounted for, and that there is no unauthorised access to children
- Educational Visits Coordinator will ensure all relevant paperwork is signed off by a member of SLT before the trip may go ahead.
- Outings are recorded on authorisation forms stating:
 1. The date and time of outing.
 2. The venue and mode of transport.
 3. Times and where
- A nominated member of staff will take a mobile phone on outings, emergency contact numbers and supplies of tissues, wipes, spare clothing, medication etc. as well as a first aid kit, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children.
- Staff should take a list of children with them with contact numbers of parents registering them throughout the day.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover (Bursary)
- Staff ratios will be adhered to at all times.
- Staff to evaluate trips and outings using the outings form to gather data on effectiveness of the trip/outing.
- During snack and mealtimes, children are always within earshot **and** sight of a member of staff at all times.

27. SUPERVISION OF CHILDREN

Scope

In the Early Years Department we aim to provide a safe and well supervised environment for every child by protecting and supporting the welfare of the children in our care at all times. This policy sets out the arrangements to be followed when supervising children in our care.

Responsibilities

The Head of Estates is responsible for all staff and students receiving information on health and safety policies and procedures alongside the Deputy Head of Prep School in order to supervise the children in their care. All children in our care must be fully supervised at all times by experienced members of staff.

Appropriate supervision

Staff must be aware of how many children they have in their charge at all times and exactly where these children are. All activities must be supervised appropriately bearing in mind the ages and abilities of the children and the complexities of the activity i.e. water play, cutting etc. Staff are responsible for their classrooms and it is their duty to supervise the children that visit this area.

Staff must place themselves in the best position to achieve optimum visual supervision when they are both indoors and out. Particular areas may require dedicated supervision e.g. the sandpit, scissors, water play. Staff should always be within sight and/or hearing of the children. It is the Early Years policy to ensure that staff interact with the children without disturbing the flow of free and creative play. Staff should remember that free play in the garden is a social experience for the children and not the staff. Inappropriate behaviour should be addressed as soon as possible using strategies from the early years Behaviour policy.

Supervision of Children

We ensure that children are supervised adequately at all times, whether children are in or out of the building through:

- Supervising children at all times when eating. Never leave alone.
- Supervising sleeping children and never leaving them unattended or out of sight (regular checks).
- Never leaving children unattended during nappy changing times (see nappy changing policy).
- Best practice regulatory ratios (1:8 for children aged three). It should be noted that students and/or volunteers may be included in ratios if deemed suitable to do so by the Deputy Head.
- Maintaining ratios for all routines and activities within Early Years and in other locations around the school, such as the Refectory, Chapel, Astro, The Close, School Sports Hall and Farthingloe.
- Ensuring staff/child ratios during outings for supervision and safety.
- Carrying out daily risk assessments for both the indoor and outdoor environments.

- Carrying out risk assessments for specific activities as appropriate, such as a cooking activity or outing.
- Making sure that every child is always within the sight and/or hearing of a suitably vetted member of staff; monitoring staff deployment across the setting regularly to ensure children's needs are met.
- Ensuring children are fully supervised at all times when using water play/paddling pools as we are aware that children can drown in only a few centimetres of water. At the end of the water play session the water should be emptied.
- Taking special care when children are using large apparatus e.g. a climbing frame, and when walking up or down steps/stairs, including having one member of staff supervising large outdoor play equipment at all times.
- Making sure staff recognise and are aware of any dangers relating to bushes, shrubs and plants when on visits/outdoors.
- Supervising children carefully when using scissors or tools including using knives in cooking activities.
- During snack and mealtimes, children are always within earshot **and** sight of a member of staff at all times.

Strictly following any safety guidelines given by other organisations or companies relating to the hire of equipment or services, such as the hiring of a bouncy castle in which case at least one member of staff must supervise the children at all times.

28. SUPERVISION (staff)

Scope

In accordance with the EYFS Statutory Framework (2023) providers must put appropriate arrangements in place for the supervision of their staff and regular staff appraisals should be carried out. The aim of this policy is to provide a framework for the one to one supervision and appraisal system for all staff working in the setting.

Supervisions are systems that have been put in place at the setting to achieve the above objectives. This policy sets out how staff will be supervised and provides supervisors with the information needed to supervise staff effectively.

The reference to 'staff' in this policy refers to all permanent, temporary, full time, part time, bank, and voluntary staff members within the setting.

The reference to 'supervisor' in this policy refers to any staff member who has supervisory responsibility for other staff within the setting.

Principles

The Early Years Department aims to provide high quality childcare services to all children, parents and carers using our provision. To achieve this, all staff must:

- Understand what is expected of them
- Have the skills, knowledge, behaviours, values and attitudes necessary to carry out their role
- Be fully supported in their work and managed effectively.

Supervision

The purpose of supervision is to help staff to improve the quality of the work Early Years staff do, in order to achieve agreed objectives and outcomes.

Supervisors will have responsibility for the daily supervision of staff and the work they do and should foster a culture of mutual support, teamwork and continuous improvement, which encourages staff to discuss any sensitive issues confidentially.

In addition, supervision meetings will be held with staff on a one to one basis every term and organised by the appropriate supervisor. For new staff, these meetings will be held on a weekly basis during the probationary period. Staff attendance at supervision meetings is compulsory and will be organised during the staff member's working hours.

The aims of the supervision meetings are to allow staff and their supervisors to:

- Discuss issues or difficulties
- Identify solutions to address issues as they arise
- Receive coaching to improve their persona effectiveness
- Review work and workload

- Explore feelings
- Develop practice and competencies
- Plan future action
- Ensure every child's safety and wellbeing
- Focus on individual children and their development and progress including child protection concerns
- Monitor standards

The discussions and actions of the supervision meetings will be recorded on a supervision form within one week of the meeting taking place. Both the supervisor and staff member will be required to sign off the form. The form will be filed and treated as confidential and reviewed at the subsequent supervision meeting. A signed copy of the supervision form will also be given to the staff member for their records.

If a staff member has concerns over the supervision they are receiving, in the first instance these concerns should be raised with the early years Deputy. However, if the issues are not resolved, the concerns should then be raised with the Deputy Head of the setting

Appraisal

All staff will receive a formal annual appraisal meeting of their performance and development needs, attendance at this meeting is compulsory. This meeting will be held on a one to one basis with the Deputy Head of Prep School and Head of Teaching and Learning after a staff questionnaire has been completed. This will be during the staff member's working hours. Each staff member will be given one weeks' notice of the meeting and be asked to complete a self-assessment appraisal form in preparation for the meeting.

29. UNCOLLECTED CHILD POLICY

Scope

In the event that a child within Early Years or from the Prep School is not collected by an authorised adult at the end of a session/day, we have put into practice agreed procedures. These ensure that the child is cared for safely by an experienced and qualified practitioner who is known to the child. The term 'parents' also relates to carers and those with legal guardianship of children. We inform parents of our procedures so that, if they are unavoidably delayed, they will be reassured that their children are properly cared for. We will ensure that the child receives a high standard of care in order to cause as little distress as possible.

General procedures

Parents of children starting at Prep School and Early Years are asked to provide the following specific information which is recorded on our registration form:

- Home address and telephone number (if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.)
- Place of work, address and telephone number (if applicable.)
- Mobile telephone number (if applicable.)
- Names, addresses and telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent
- Who has parental responsibility for the child
- Information about any person who does not have legal access to the child.

On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us either verbally or in writing as to how they can be contacted.

On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with written details of the person who will be collecting their child. We agree with the parents on how to verify the identity of the person who is to collect their child.

Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide all parents with our contact telephone number.

We inform parents that we apply our child protection procedures as set out in our child protection policy in the event that their children are not collected from the setting by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.

If a child is not collected

If a child is not collected at the end of a session/day, we follow the following procedures:

1. Parents of children who have not arrived by the school's closure time should be telephoned immediately and a senior member of staff alerted.
2. Calls should start with the parent/s and then work through other numbers.
3. If all other children have been collected, two staff should stay with the child until a parent arrives.
4. These two should usually be a senior member of staff and another member of staff.
5. The child should be reassured and taken to their classroom where they can play whilst the senior member of staff tries to gain information by contacting the child's emergency numbers.
6. If there is no communication with the expected collector and 1 hour has elapsed without information or contact with any of the given emergency numbers, then the Deputy Head of Prep School and Designated Safeguarding Lead should be called for advice.

30. WORKING IN PARTNERSHIP WITH OTHER AGENCIES

Scope

The Early Years Department works in partnership with local and national agencies to promote the well-being of all children. This policy sets out the arrangements for managing such partnerships effectively whilst prioritising the welfare of the children at the setting. The term 'parents' also relates to carers and those with legal guardianship of children.

Procedures

- Outside professionals will liaise with the early years SENCO and head of SEND as the first point of contact
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
- When necessary we consult with local and national agencies who offer advice and information that help us develop understanding of issues and who can provide support and information for parents. For example, ethnic/cultural organisations, welfare rights advisors or adult education.
- We work in partnership and alongside local and national agencies to promote the well-being of all children.
- We have procedures in place for the sharing of information about children and their families with other agencies.
- Information shared by other agencies with us is regarded as confidential. This is kept in confidence and not shared without consent from that agency.
- We follow protocols for working with other agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting at any time and do not have access to any other children during their visit.
- Staff in the Early Years setting do not casually share information or seek informal advice about any named child or family.

31. QUALITY AND INCLUSION

Scope

The Early Years department is committed to providing equal opportunity and anti-discriminatory practice for all children and families. These include race, religion or belief, sexual orientation, disability, age, gender reassignment, sex, disability, marriage and civil partnership, pregnancy and maternity, all of the mentioned are protected under the Equality Act 2010. This policy sets out the provisions and commitments in the setting and will promote to protect children from discrimination and to ensure all children are included within the College.

The legal framework for this policy is the Equality Act 2010.

Discrimination

Different types of discriminatory practice include:

- Direct discrimination
- Discrimination by association
- Discrimination by perception
- Indirect discrimination
- Harassment
- Third party harassment
- Victimisation
- Dual discrimination

Our Aims

The setting aims to:

- Provide a secure environment in which all our children can flourish and all contributions are valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about different ethnic groups and people with disabilities.
- Improve our knowledge and understanding with issues of equality and diversity.
- Make inclusion a thread that runs through all the activities in our nursery.

Procedure

The Early Years Department is open to all members of the community. On completion of a registration form and a satisfactory taster session, a letter of offer will be issued.

- We advertise our service widely which allows us to meet all members of our society and provide information in a clear and concise language whether in spoken or written form
- We believe our admissions policy is a fair system
- We do not discriminate against a child with disability

- We ensure all parents are made aware of our Equality Policy

We take the following into consideration when allocating places:

- Children who have siblings at Dover College.
- Children whose parents have committed to their son/daughter going through to Reception and beyond at Dover College.
- Children requiring full days, 8.30am to 5.20pm.
- Children requiring half day sessions (no free entitlement hours)
- Children requiring half day sessions (free entitlement only sessions)

The higher priority up this list your child is, the more likely it will be that we can meet your requests for sessions. Conversely, those with lower priority may be less likely to have their exact requests accommodated when there is a high demand for places.

Employment

Recruitment of staff, volunteers and student/teacher placements into the Early Years department follows the same process as the wider College's Safer Recruitment Policy which is located on the College's website. In accordance with the School's Equal Opportunities and Diversity Policy, we are committed to being an equal opportunity employer and we are determined to ensure that no applicant or employee receives less favourable treatment on the grounds of gender, age, disability, religion, belief, sexual orientation, marital status, or race, or is disadvantaged by conditions or requirements which cannot be shown to be justifiable. Any position advertised at Dover College, including those within Early Years, are exempt from the Rehabilitation of Offenders Act, 1974.

Training

We seek training opportunities for all staff and volunteers to enable them to develop practices which enable all children to flourish. We regularly review our practices to ensure we are fully implementing our policy for Equality, Diversity and Inclusion.

Curriculum

The curriculum offered in the Early Years Department encourages children to develop positive attitudes to people who are different from themselves encouraging children to empathise.

We do this by:

- Making children feel valued and good about themselves.
- Ensuring that children have equal access to learning.
- Reflecting the widest possible range of communities in the choice of resources.
- Avoiding stereotyped images in the selection of materials.
- Celebrating a wide range of festivals.
- Creating an environment of mutual respect and tolerance.
- Helping children to understand that discriminatory behaviour and remarks are unacceptable.
- Ensuring that the curriculum offered is inclusive of children with special educational needs, children with disabilities and English as an additional language.

- Ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.
- Parents/carers of children whose first language is not English will be asked to complete the Linguistic Profile form. This provides the Key Person with additional information about the child.
- Promoting British Values – Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance

Valuing diversity in families

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life.
- We encourage parents/carers to take part in the life of our school and contribute fully.
- For families who have a first language other than English, we value the contribution their culture and language offers.
- We work in partnership with parents to ensure the medical, cultural and dietary needs of the child
- We help children learn about a range of food, cultural approaches to meal times and to respect the differences among them.

Please also refer to the whole school inclusion policy.

32. DOVER COLLEGE NURSERY – KENT FREE EARLY EDUCATION POLICY AND PROCEDURES

Scope

Please note that the term 'parents' also relates to carers and those with legal guardianship of children.

Introduction

- The school is registered as a provider of early years' education under the Kent Early Years Development Plan (the Plan). Under the Plan the Kent County Council Education Department administers the government's early education programme that provides financial assistance for the education of three and four year-olds in Kent.
- The Plan means that up to 15 hours per week are provided free (subject to availability). These are on three set mornings per week (Tuesday, Wednesday and Thursday, 08:30 – 13:30) over 33 weeks of the academic year. Children are eligible from the term following their third birthday until a child enters the Pre-Prep class.

In addition to the 15 hours, under the Plan Kent County Council Education Department also offers parents who are eligible up to a further 15 hours. Parents must apply for this funding directly with Kent County Council who will allocated funding according to the following criteria:

- in work - or getting parental leave, sick leave or annual leave
- each earning at least the [National Minimum Wage or Living Wage](#) for 16 hours a week - this is £2,167 if you're aged 23 or over, £2,117 if you're aged 21 or 22, £1,557 if you're aged 18 to 20, £1,098 if you're under 18 or an apprentice
- your child usually lives with you

Parents who are eligible will receive a code which should be submitted to the school in order for their child to access 30 hours (Subject to availability). These are on five set mornings per week (Monday to Friday, 08.30 – 14.30) over 32 weeks of the academic year. Children are eligible from the term following their third birthday until a child enters the Pre-Prep class.

We take the following into consideration when allocating places:

- Children whose parents have committed to their son/daughter going through to Reception and beyond through to Prep and then Dover College Senior School.
- Children who have siblings at the school.
- Children who require full days (08:30-17:20).
- For those children not meeting the criteria above it may be less likely that we can meet the request for sessions.
- Parents who want more than the allocated free hours have to pay the appropriate fee.

Procedure

- The procedure for administering the payment of the allowance is initiated by the Education Authority. The Bursary keeps details of the plan alongside the Prep School Deputy Head.
- Initially the Education Department asks for an estimate of the number of children eligible for a particular term. Forms supplied by the Education Department are completed during the headcount week when details of all eligible children are requested. At a time determined by the Education Authority the appropriate funding is transferred to the school bank account.
- Funds transferred to the school bank account are cross checked against notification sent by the Education Authority.
- The free early education acceptance form should be completed for any child accessing all or part of the 15 or 30 hours' free early education, which is provided by Dover College on a Tuesday, Wednesday and Thursday morning from 08:30 – 13:30 or Monday to Friday 08:30 – 14:30 respectively.
- Changes to attendance above the free early education can ONLY be altered half-termly and these changes should be requested in writing and confirmed by the completion of a new attendance form.
- Parents are required to complete the free early education forms termly. Attendance will be tracked to ensure the full chosen entitlement has been provided.

Payment

- A copy of a letter explaining the Plan will be sent as appropriate; a copy of a typical letter follows this document. A similar letter is sent for each term that the child is eligible for funding. Invoices will be sent prior to each term showing a zero charge for free early education hours accessed and a charge for any additional hours as appropriate. Invoices are due for payment by the first day of each term. Payment for free early education, in accordance with claims made, is paid directly to Dover College School by the Education Authority.
- Records of claiming and payment of the allowance are to be kept for possible audit by the Education Authority, as well as copies of attendance forms, tracking information and in.
- It is the responsibility of the parent to deal with funding issues relating to free early education entitlement if moving from another area.

33. EARLY YEARS – ARRIVALS AND COLLECTION POLICY AND PROCEDURES

Arrivals and Collection Policy

Please note that the term 'parents' also relates to carers and those with legal guardianship of children. This policy applies to: The Early Years Department.

The Early Years Foundation Stage Statutory Guidance (EYFS, 2023) is the framework that ensures your child is safe in a secure environment. In the Early Years Department children's safety is maintained as the highest priority at all times. Every attempt is made through carrying out the arrivals and collection procedures to ensure that the security of children is maintained at all times.

In the unlikely event of a child going missing or not being collected, our missing child and uncollected child procedures are followed. (See Lost child and missing child policies).

Arrivals:

The following procedure applies to the dropping off of Early Years children. Children may arrive at school between 8:15 and 8:30. It is the policy of the school to provide a warm welcome to all children and parents on arrival to the setting. Access is obtained through the main school gate which opens on arrival. Parents drive around the close and park in the allocated car park or may drive and drop off when greeted by the Prep School Deputy Head. Parents access the school through the fob access school gate and go directly to the main door. All nursery parents will be greeted by their child's key person after signing in at the office. Unauthorised persons are not permitted to open the door to anyone at any time; anyone found doing this would be in breach of this policy. The person dropping off the child (parent or guardian) must ensure that they inform a member of staff of the child's arrival in order that they can be marked into the daily register. The person dropping off should handover the child's belongings to the teacher, along with any messages.

If necessary, the person dropping off and a member of staff may then spend time exchanging information which may inform the child's day; this may include the following:

- Any concerns.
- Any existing injury caused away from the setting. (Completion of the existing injury form). If a child has an existing injury such as bruises, bumps etc., parents have a responsibility to inform staff of this when dropping off the child and the necessary key person/teacher will be informed.
- Who will be collecting them at the end of the session?
- Any medication? If yes, what and when? Information provided by parents should be recorded using the administering of medicine form which must be signed and passed on to the child's Key Person/teacher. The office administrator should also be informed.

Should parents drop off children after 8:45 they will be required to inform the Prep School office so that they can be added to the register as all registers will have closed.

Departures:

The following procedure applies to the collection of children after lunch at 13:30 and again at 14:30. Parents are asked to wait outside the Prep School Nursery door located via the playground as staff encourage children to say good afternoon to the key person promoting good manners. This procedure applies to the collection of children at the end of the day at 4pm.

The following procedure applies to the collection of children from after school care/clubs at 17:20. Collecting children is in principle the same as for arriving. Depending on the club and member of staff on duty after school varies from room to room. Parents are asked to wait outside the Prep School main door as staff encourage children to say good afternoon. This allows us to maintain the safety of the children whilst effectively monitoring who has left the setting. Should a member of staff need to speak to a parent for example, to sign an accident form etc, the parent may be invited in or a member of staff may speak to a parent outside or in the office. All children who attend after school care/clubs are registered by the members of staff on duty. Parents must arrive in good time to ensure collection prior to closure time at 17:20. If any child is uncollected after this time we follow our procedure for uncollected children. Upon registration parents must provide at least two names of persons other than themselves who are allowed to collect the child in case of an emergency. Children will only be released from the care of the Early Years Department to individuals named by the parent. A password form is also completed on registration.

In the event that children are collected by those other than a parent or named person the parent must inform the nursery without delay that they will not be able to collect their child.

To help check identity, staff may call the parent to discuss the details given by that of the person wishing to collect the child. The parents must ensure that a suitable person must be over 16 years old and be capable of caring for the child in the absence of the child's parent.

- If the early years Manager or member of staff on duty is not able to identify the person with the details provided by the parent, or they do not have the child's unique password, unfortunately we will not be able to release the child.

Uncollected Children:

If contact with anyone on the emergency list for collection of the child our uncollected child procedure is followed. All staff should be aware that some children are not allowed to come into contact with members of their own family (a court order for example or if a parent does not have 'parental responsibility.') In such circumstances a record is kept of each child and the names of those family members with whom that child is forbidden contact. If one of these family members should arrive at the school they must not be granted access and the Early Years Manager and Deputy Head of Prep School or Headmaster will deal appropriately with the situation to ensure that no contact is permitted. The child's primary carer must be informed of the incident immediately thereafter.

Every reasonable step is taken to prevent unauthorised persons entering the premises and all visitors are signed in and not left unattended at any time according to safeguarding procedures.