



EYFS Policy including Intimate Care

This policy is based on requirements set out in the 2020 Early Adopter Schools: Framework for the Early Years Foundation Stage (EYFS).

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. (2020 Early Adopter Schools: Framework for the Early Years Foundation Stage (EYFS))

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, children can attend from the age of two.

The EYFS is based upon four principles:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

A Unique Child

At Warton Nethersole's CE Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in different ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments. The characteristics of effective learning are used to assess how children learn and give insight into how to extend their learning. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem. We encourage children to become confident and independent learners.

Inclusion- All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences. All children at Warton Nethersole's CE Primary School are treated fairly regardless of race, religion or stage of

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learning. Teachers and practitioners plan engaging activities that enable all children to access the learning and to achieve. In the Early Years, children begin to learn to take responsibility for their learning and begin to understand the concept of challenge. Children in Reception are given challenges to complete relating to different areas of learning. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning. Planning for children with additional needs is in line with the Special Educational Needs and Disability policy.

In the EYFS we have realistic and challenging expectations and meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence through a creative curriculum and learning environment
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which each child's contribution is valued
- monitoring children's progress and taking action to provide support as necessary

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks.

Positive Relationships

At Warton Nethersole's CE Primary School we recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and their families.

Parents as Partners - We recognise the important role parents play in educating their children. Together we can have a significant impact upon a child's learning.

Parental involvement includes:

- offering settling in sessions to new Nursery starters which they can attend with their parents
- holding one to one meetings with the class teacher when children start Reception
- inviting all Reception parents to an induction meeting during the summer term
- Parents Evenings for Reception children are held in the Autumn and Spring Term
- Nursery operate an open week each term where parents are invited to discuss any concerns with Key Workers

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LAB Chair Signature:

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- providing Reception parents with a written report on their child's attainment and progress at the end of each school year
- providing Nursery parents with a written end of year report
- encouraging parents to contribute observations through the online journal Tapestry

Staff develop good relationships with all children, interacting positively with them and taking time to listen to them.

Transition- Nursery and Reception staff work together throughout the year to ensure a smooth transition takes place when children enter Reception in September. Nursery children are invited to attend story sessions and settling in sessions in Reception during the summer term. Nursery children use the PE hall, main hall and the KS1 playground throughout the year. In the Summer term, the Reception staff visit children starting in September in their own Nursery settings to liaise with staff and to begin forming positive relationships with the children.

Enabling Environments

At Warton Nethersole's CE Primary School we recognise the importance of having a rich learning environment. Continuous provision is of high quality allowing children opportunities to initiate their own learning within the setting. Enhancements are added regularly to reflect the children's interests and extend learning. Enhancements may be related to a particular theme or may be added in order to assess prior learning, allowing children to practise and demonstrate their skills. We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.

Observation, Planning & Assessment- When planning staff take into account the learning that has taken place previously which then informs the next steps in learning for individual children/ groups of children. Objectives are linked to the non-statutory Development Matters document. We plan first hand experiences and provide opportunities for challenges appropriate to the development level of the children. Assessment in the EYFS takes the form of observation, and this involves teachers, teaching assistants and key workers. Observations are recorded in a variety of forms in the children's Tapestry journal. They also contain information provided by parents and carers. Throughout the year Nursery practitioners regularly discuss the progress of their key children with the Early Years Leader and appropriate action is taken where children are not making progress or when they are not at age-related expectations. At the end of the Reception year, children are assessed against the Early Learning Goals. Children are assessed as either emerging or expected in relation to each of the 17 goals. A child is assessed as having achieved a 'Good Level of Development' if they achieve the expected level in all of the Prime Areas and in the Specific Areas of Literacy and Mathematics. (During the 2020-21 academic year our EYFS data will not be published due to being an Early Adopter School, and the Spring term Lockdown). At the end of Reception, parents receive a report detailing their child's attainment as well as a written report about how their child learns relating to the three 'Characteristics of Effective Learning'.

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Learning and Development

At Warton Nethersole's CE Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected. The children have time and freedom to become deeply involved in the activities and their learning. In Nursery and Reception, children are taught in whole classes and small groups. Throughout the day children learn in various ways either through adult led or child led activities.

Phonics - Phonics lessons are planned using 'Letters and Sounds'. In Nursery, Phase 1 phonics is taught. As children move into Reception they are taught Phase 2 and 3 as a minimum. 'Phonics Bug' is used to complement the programme.

Areas of Learning - The EYFS is made up of seven areas of learning:

PRIME AREAS

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

SPECIFIC AREAS

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

These areas are delivered through various themes and linked closely together. All areas are delivered through a balance of adult led and child initiated activities.

Characteristics of Effective Learning- 'The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner'. (Development Matters).

We carefully observe how children learn in Nursery and Reception in order to develop and extend their thinking.

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Outdoor Learning- Both Nursery and Reception children have an outdoor area used all year round and in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together. All children in Nursery and Reception also have access to the school's outdoor learning environment providing various opportunities for learning. All Early Years children take part in regular 'Explore Outdoors' sessions led by our Early Years staff.

Play- 'Play provides the natural, imaginative and motivating contexts for children to learn about themselves, one another and the world around them. A single moment of sustained play can afford children many developmental experiences at once, covering multiple areas of learning and reinforcing the characteristics of effective learning.' (Ofsted; Teaching and Play in the Early Years- a Balancing Act? 2015)

Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children's development. Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and help to extend thinking and learning. Children are encouraged to try new activities and judge risks for themselves. They have the opportunity to think creatively alongside other children as well as on their own.

Safeguarding

In our school, we aim to keep children safe by adopting the highest possible standards and taking all reasonable steps to protect children from harm. In Nursery and Reception we follow the guidelines and procedures set by school and Warwickshire County Council. In EYFS, we follow the School's Safeguarding and Child Protection policy.

There are four DSL in school; Miss Friend the Head Teacher, Mrs Sage- Assistant Head and Early Years Leader, Mrs Dormand- Assistant Head and SENCO and Miss Emily Baker- Nursery Practitioner.

Our Family Support Worker, Mrs Shigdar, has received training in Early Help. All staff in Nursery and Reception receive regular safeguarding training and are aware of the necessary procedures. All staff in Nursery have regular supervision with the Early Years Leader. Staff are encouraged to share any concerns they have regarding children or members of staff at the earliest possible opportunity. Any concerns raised are recorded on green forms and on CPOMS by members of staff.

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Use of Technology- taken from BDMAT Staff Code of Conduct

Acceptable use of technology

- a) Staff will not use technology in school to view material that is illegal, inappropriate, or likely to be deemed offensive. This includes, but is not limited to, sending obscene emails, gambling, and viewing pornography or other inappropriate content.
- b) Staff will not use personal mobile phones and laptops, or school equipment for personal use, in school hours or in front of pupils. They will also not use personal mobile phones or cameras to take pictures of pupils. If staff need to use their personal mobile phones this should occur during break times in the staff room.
- c) Any images taken on BDMAT equipment will only be retained where there is a clear and agreed purpose for doing so, consent is in place and will only be stored securely on BDMAT devices.
- d) We have the right to monitor emails and internet use on the school IT system.
- e) All staff are expected to read, sign, and follow the ICT and internet acceptable use policy.

Photographs of children

Photographs of children will only be shared on Tapestry and the school newsletter with parent consent. School devices will be used to take photographs of the children; once a photograph is uploaded onto Tapestry it should be deleted from the device.

Intimate Care

No child is excluded from EYFS who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training unless there are medical or other developmental reasons why this may not be appropriate at the time. We make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not yet toilet trained.

We see toilet training as a self-care skill that children have the opportunity to learn with full support and non-judgmental concern of adults.

The designated staff to change children in Nursery are Miss Emily Baker, Mrs Jo Lyons and Mrs Miller. Changing will take place on the changing unit in the toilet area.

In Reception the designated staff are Mrs Gail Bostock and Mrs Rachel Sage. Changing will take place in the Early Years / KS1 toilets.

Procedures

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- All staff are aware of parental requests with regard to nappy changing as all parents/ carers inform the setting of their child's needs.
- Staff undertake changing young children when required.
- Changing will be done in a way that is discreet to other children.
- When a staff member is going to change a child they will inform other staff so they are aware.
- Parents are informed at the end of the day / session if their child has been changed.
- Changing areas are warm and there are safe areas to lay young children if they need their bottoms cleaned.
- Parents provide pull-ups or nappies in a named bag, plus a change of clothes.
- All staff are aware of hygiene procedures and carry these out when changing the children.
- Wet wipes are used to clean children.
- Gloves are used by the adult when changing a child who has soiled.
- All staff ensure that nappy changing is relaxed and a time to promote independence in young children.
- All staff are gentle when changing children and do not make negative comments.
- Young children are encouraged to take an interest in using the toilet.
- Children should be encouraged to wash their hands using soap, staff show them how to wash their hands properly, and dry them with paper towels.
- Any wet/soiled clothes are bagged for the children to take home.
- Underwear which is felt to be unhygienic if kept will be disposed of in the correct place.
- Pull-ups and disposable nappies are safely disposed of.
- Sets of spare clothes are kept for use in the setting.
- If a member of staff notices any marks / injuries on the child that they have not been informed of they will log this as a concern on CPOMS and complete a Green Form if necessary.

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