

Early Years Foundation Stage Policy

Introduction

Within the Early years settings Forest Park School ensures that a child's right to be included is at the heart of all our practices by fully implementing the Early Years Foundation Stage framework and guidance.

This policy sets out the aims and objectives of Early Years Foundation Stage (EYFS) Curriculum at Forest Park School. The policy was updated in September 2010.

“Every child deserves the best possible start in life and support to their full potential. A child's experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”

Aims

We aim to offer an EYFS that: -

- Provides a firm foundation for life long learning “What we learn with pleasure we never forget”. (A. Mercier)
- Promotes independence
- Promotes the value of learning through play and exploration, extending and enhancing the natural curiosity of the child
- Provides structured activities for those children who are ready for them
- Provides opportunities to learn through first-hand experiences
- Provides opportunities for children to build on what they already know
- Develops confidence and self-esteem, enabling each child to develop as an individual
- Promotes learning as an exciting and enjoyable experience
- Provides a smooth transfer between kindergarten and reception and year One.

Objectives

To achieve our aims we will: -

- Provide a stimulating, interesting environment which encourages learning through play and exploration, using all the senses
- Provide high quality teaching and facilitate high quality learning through exciting, first hand experiences
- Value and build on previous experiences
- Allow time for children to produce work of depth and quality

- Acknowledge that how children learn is as important as the content taught
- Provide a foundation for positive attitudes (“I Can”)
- Celebrate achievements
- Deliver the curriculum using a variety of teaching strategies, including brain gym; and cater for a variety of learning styles

The EYFS applies to children from birth to the end of the reception year. In our school, all children join us, either on a part time or full time basis. They begin attending school full time at the start of the term in which they turn five.

The EYFS is based upon four principles:

- **A Unique Child**
- **Positive Relationships**
- **Enabling Environments**
- **Learning and Development**

A Unique Child

At Forest Park School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies, rewards (bears to look after for the week), display tables and show and tell, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of ‘differences’. All children at Forest Park School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when planning for their learning. As well as our ongoing observations we also use a ‘feedback from home sheet’ each half term and weekly child initiated planning sessions, this helps towards building a picture of every child’s needs.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We meet the needs of all our children through:

- individual planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;

- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

Keeping safe

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well being of all children. (See Whole School Safeguarding Children Policy)

Health & Welfare

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

At Forest Park School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2007. We understand that we are required to:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

At Forest Park School, we have a whole school risk assessment carried out by an outside specialist consultant. Within in the EYFS learning environments, both inside and outside are checked regularly and systems are in place for reporting maintenance requirements.

We follow health and safety guidelines and ensure risk assessments are carried out for all activities. Risk assessments are displayed and/or written on planning formats.

Forest Park School has the 'Healthy School Award' therefore we offer a wide choice of fruit, vegetable snacks, orange, milk or water throughout the day. On entry to the school parents are involved in informing about allergies or special dietary requirements, copies are forwarded and recorded to the appropriate school staff. A whole school approach is taken towards safeguarding a child from any specific allergy he/she may be at risk from i.e. wasp sting.

The whole school is aware of qualified first aid trained staff, through the display of their names. Medicine is not given out. First Aid kits are available in the classrooms, main entrance and school office. On school trips a qualified 'first aider' always attends (please refer to the whole school trip policy for further details).

Positive Relationships

At Forest Park School we recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners and Supporting Learning

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

- We recognise the role that parents have played, and their future role, in educating the children. We do this through:
- talking to parents about their child before their child starts in our school;
- the children have the opportunity to spend time with their teacher before starting school during 'Come and Join in' afternoons and transfer days;
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress in our Kindergarten and Reception classes and allowing free access to their children's work or records;
- having an open door policy encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private with the teacher.
- sending home a Individual Development Plan (IDP) every term, the child controls their input into the plan and identifies their recent achievements and next steps.

Parents/carers can add comments ensuring their involvement towards their child's individual curriculum.

- sending home a report on their child's attainment and progress and at the end of the school year;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Share days, Class assemblies, Sports Day etc;
- providing a 'feedback from home sheet' for parents to write comments relating to the children's achievements. These are used to enhance their children's learning in class;
- encouraging parents to come into school to share their interests with the children through presentations or mini-project;
- inviting parents into school to present a special 'snack and story' to the children;

Supporting Learning and Key Person

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. In our school every child is designated a 'key person', providing each child the reassurance to feel safe and cared for whilst building a relationship with their parents. As well as a key person, we also designate a year 5 pupil to each child to support their development through the school in their first two years.

Enabling Environments

At Forest Park School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The Planning within the EYFS follows the schools' Long Term Plan (LTP) and Medium Term Plans (MTP's) using objectives from the development matters document. These plans are used by the EYFS teachers as a guide for weekly planning, however the teacher may alter these MTP's in response to the observations current interests and achievements of the children, ensuring that learning supports individual needs. This is indicated on weekly planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate.

These observations are recorded in children's individual observation and target profiles.

They also contain information provided by parents and other settings.

Types of observations/assessments

- A group assessment sheet will be completed on selected assessed activities and will relate to the learning objective/profile point for the Foundation Stage Profile.

- Post it notes will be filed in the observation file, taking account of any conversations or achievements observed. When carrying out the post it observations, the focus of learning planned on the time table and the area of learning will be noted along with the date and name of the child from the target group

- Narrative observations

These are completed on the target children each week and narrate on what the children are doing in their self initiated activities. An evaluation will link to the EYFS area, aspect of learning, well being and involvement. Next steps are identified and transferred onto the child's own next steps sheet.

- Focussed observations

These focus on specific areas of learning in order to observe whether specific learning has been consolidated. They are carried out as and when they are needed. An evaluation will link to the EYFS area, aspect of learning, well being and involvement. Next steps are identified and transferred onto the child's own next steps sheet.

- Feedback from Home sheet

This is sent home at the beginning of the school year and each half term to help gather vital information from the Parents valuing them as first and continuing educators of their children.

- Photographs can be taken at any time to capture learning spontaneously. The photos need to be printed as soon as possible and annotated with any comments from a post it note that has been completed at the same time.
- Samples of work can be annotated with snippets of conversation or learning that is observed. (These can be creations from the craft table, photos of models etc.)

At Forest Park School, we use the eProfile to record judgements against the EYFS Profile. Each child's level of development is recorded against 13 assessment scales derived from the ELG's. Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's and assessment scales. We give a reasonable opportunity for the parents to discuss these judgements with the EYFS teachers.

Supporting Every Child

Key works endeavour to provide a challenging individual curriculum for each child that is achievable. This is supported through observation of the child's current interests and achievements in both a teacher directed and free-play environment.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS have their own enclosed outdoor area. This has a positive effect on the children's

development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 6 areas of learning.

Wider Contexts

At Forest Park School, we endeavour to forge and build relationships with other settings, organisations and services. We believe that through sharing expertise, listening and involving the children, we can achieve positive contributions both to our school and the wider community.

Transition – Kindergarten through to Reception through to Key Stage 1

At Forest Park School, the EYFS has close links with the rest of the school. In order to ease these transitions we do the following:

- Reception and Kindergarten classes share the Early Year's enclosed outdoor learning area.
- the outdoor area is staffed by staff from both Reception and Kindergarten on a rota basis and children are encouraged to use the whole area.
- Kindergarten and Reception classes join together once a week for Early Year's Assembly.
- Reception and Kindergarten join the whole school assemblies on Monday, Tuesday and Friday. On a Wednesday the Early Years (EY's) enjoy a story read or song with the Performing Arts Teacher and on Thursday the children from EY's and year 1, take part in their own special Social Emotional Aspects of Learning (SEAL) Assembly.
- all EY's children participate in the major whole school celebrations throughout the year e.g. Harvest, Christmas, focus weeks and fundraising events etc.
- display visual daily timetables in the classrooms.
- timed outdoor morning and afternoon play for Kindergarten and Reception
- timed outdoor morning play for Kindergarten and Reception is shared with year 1 children. This ensures that year 1 children are also using the continuous provision outside easing their transition.
- the children in year 1 use the indoor continuous provision in the Reception classroom once a week.
- children from Kindergarten, year 1 and 2 may attend the daily phonics carpet session in the reception class, in order to meet their individual level of development.
- provide parental guides and workshops in the progress of reading and numeracy skills.
- have a banded reading scheme throughout the school and reading record booklets.
- the year 1 teacher regularly visits the Reception classroom to complete shared observations on children. They also have an input on the end of year assessment scales for each child.

- the year 1 and Reception teachers regularly have transition meetings to discuss children's progress towards the early learning goals and to set their next steps for the beginning of year 1.
- the Reception and Kindergarten teachers regularly complete shared observations of the kindergarten children.
- the children have the same name and picture label, for their coat pegs and tray etc, if they move from Kindergarten to Reception class.
- having transfer days into the next class and information booklets provided.
- the learning areas in the Kindergarten and Reception classrooms are linked by the same accent colour i.e. dough/malleable area has blue sign and storage baskets.

Learning and Development

At Forest Park 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 inter connected.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 2. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;

- the EYFS team have a weekly teaching and learning meeting. In this meeting individual progress, statutory requirements, development plans and upcoming training or initiatives are discussed and planned, in order to maintain and raise standards of the provision.

Purposeful Play

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.”

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. The individual development plan (IDP) throws light on their unique active learning and motivates them to discuss and set their own next steps. It provides children with a sense of satisfaction as they take ownership of their learning.

At Forest Park School the setting of targets/next steps is a shared experience between key worker and child. These are displayed in reading records, letter and sound books and IDP’s.

Developmental and open ended questions (who? what? where? when?) are used in all activities or tasks. The children are encouraged to invite children from other year groups to view exhibitions of their work.

Creativity and Critical Thinking

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Areas of Learning and Development

The EYFS is made up of six areas of learning:

- Personal, Social and Emotional Development

- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Equal Opportunities/Special Educational Needs

All children are given equal access to all areas of the curriculum, regardless of race, gender, religion and home language. Children who have a Statement of Special Educational Needs will have a Learning Support Assistant and Individual Education Plan.

Success Criteria

- Smooth transition between home and school and between Kindergarten, Reception and year 1.
- Parental satisfaction, measured through verbal and written feedback to the Head teacher and via parental consultations and comments,
- Evidence of high quality learning and teaching; measured by planning, assessments, annotated work samples, and observations of individual children at work and play.

Special Educational Needs Policy

We at Forest park school are committed to encouraging and assisting individual children including those with special educational needs (SEN) to reach their full potential in all areas of their development.

The emphasis of our SEN policy is on early identification of any difficulties a child may have to offer an appropriate learning environment in which we provide a range of differentiated activities to meet all individual needs. We aim to develop a partnership with parents and carers and will always consult with them if we feel a child is having difficulties. The child's progress will be observed, monitored and recorded appropriately. Staff will liaise with parents and the SENCO to set appropriate targets.

We will liaise with other professionals to ensure we are offering effective provision with SEN.

Children with SEN, like all other children are admitted after consultation between parents and the Headteacher in accordance with our admissions and equal opportunities policies. All our staff regularly attend training arranged by Trafford sure start and school improvement service.

Our Special Educational Needs Co-ordinators (SENCO) are:-

Whole school – Mr Christopher Ross

The SENCO's role is to ensure that the objectives of the policy are in day to day practice and that all staff are aware of the and follow the code of practice on SEN .

- early identification of any difficulties;
- carry out observation and assessments and set achievable targets;
- promote effective relations with parents and health professionals;
- monitor and review the policy on an annual basis;
- have regard for the code of practice on the identification and assessment of Special educational needs.

Early Years Action/ School Action

When we have observed a child and agreed there is a concern our SENCO will discuss the concerns with the parents to enable us to explore with them and any outside professionals how we can provide most effectively for the child, and we will review their progress.

The SENCO will organise an Individual Education Plan (IEP) working on the identified specific needs and regular observations that will be carried out, copies of which will be kept in the child's file.

Parents will be fully informed at review and monitoring meetings, where we will assess the child's progress and set new targets if appropriate.

Early Years Action Plus/ School Action Plus

If we feel a child is making little or no progress, we would take advice from Trafford's Area SENCO and invite and work alongside agencies. We will ensure that our planning reflects any differentiated activities that needed provided to meet the individual needs of the children.

Formal Assessment

If a child is recommended for a formal assessment our SENCO will work closely with parents and relevant outside agencies to provide detailed information.

Statement of Special Educational Needs (SEN)

The SENCO must monitor and review any child having a statement of SEN, working closely with the parents and other relevant people.

The IEP will be reviewed regularly.

When planning our curriculum, we consider the range of special educational needs and have differentiated learning goals. We ensure our learning environment is flexible and our equipment is accessible to everyone.

We monitor and evaluate our SEN policy and practice regularly to ensure that our record keeping is effective, the children have attained their individual targets and out=r liaison with parents is efficient and effective.

Anti-Bullying Policy

It is a basic entitlement of every pupil who attends the EYFS that they receive an education free from humiliation, oppression and abuse. It is, therefore, the responsibility of all adults working in the EYFS to ensure that this happens in an atmosphere, which is caring and protective.

Relationships are the foundation of our school; children are encouraged to not only treat others as they would wish to be treated, but also to actively safeguard the rights of others. Parents should feel confident that when they send their child to school, they will be safe and happy here. Should any deficiencies or weaknesses be found in child protection arrangement, these will be remedied without delay.

The purpose of this policy is to ensure that victims of bullying are confident of support and redress, while aggressors are helped to see the error of their ways and to appreciate the consequences of their actions and;

- To enable children or any person (adult or child) to understand what bullying is
- To enable children or any person (adult or child) to understand that bullying of any kind will not be tolerated by the staff.
- To enable parents to feel confident that bullying will be dealt with by the school
- To promote a positive, non-violent, accepting and caring ethos in the school
- To raise the awareness of bullying and our firm positive stance against it

Children are vulnerable and have little sense of danger, only learning to assess risks with help from adults. Being overprotected can prevent children from learning about possible dangers and about how to protect themselves from harm.

Staff will help children to learn to recognize how to behave appropriately towards one another, to understand there are boundaries and limits to expectations of behaviour and guide them to make choices which will help make them aware of how to deal with situations of bullying if it arises and to keep them safe. Staff will also help pupils to deal with the outcomes of bullying, advising on ways that pupils may respond, by being more aware in identifying bullies to more extreme circumstances that might lead to personal problems such as anorexia or even suicide. However, this will be approached extremely sensitively and such topics will only be broached as and when the situation arises.

Definition

Bullying is any incident perceived by the victim or anyone else as bullying and is usually repeated over time. It is often deliberately hurtful.

What does bullying look like?

In the main it consists of:

- **Physical** – hitting, kicking, pinching, extortion, sexual assault, stealing, hiding belongings

- **Verbal** – name calling, mockery, insulting, making offensive remarks, religious bias, sexual or homophobic innuendo, threatening affronts and similar taunts
- **Psychological** – exclusion from social groups whether physically or academically based, spreading malicious rumours, graffiti, defacing of property, display of pornographic, homophobic, racist or sexist material or actions to cause offence

Who bullies?

Anyone has the capacity to bully. Anyone within a community, institution or group may use bullying to artificially boost their status. Self esteem is therefore a key factor in whether someone bullies or not.

Who is bullied?

Anyone can be bullied – pupil, parent/carer/guardian or staff member.

People who suffer bullying are often perceived by others to be different. Sometimes the perceived difference is individual to that person – shyness, physical appearance, clothing and possessions, accent, perceived inappropriate behaviour.

Recognising Bullying

All members of the EYFS staff will be alert to the possibility of breaches of the policy and take appropriate action. Pupils who identify that the policy is not being followed will alert an adult they trust. The person who receives a report from a pupil will take it extremely seriously and be seen to be doing so.

Responding to Bullying

In the event of a bullying incident being reported:

- An initial assessment will be made as to whether or not a bullying incident has occurred
- Parents will be consulted at the earliest opportunity
- Whoever receives the report of the incident will listen to the concerns and complete a written report
- Use of 'Friendship Circle'– the 'no blame' approach
- SEAL/PSHE programmes
- Assemblies with role play, discussion etc where appropriate
- Buddy and befriending schemes
- Working with victims

The Head of Early Years may decide to have a meeting with all the children involved to:

- Discuss the nature of the incident
- Discuss the feelings of the child being bullied
- Discuss the need to sort out and identify the problem and prevent further incidents

- Draw up an action plan designed to monitor the situation
- Arrange a date for the next meeting approximately 1 week later
- Agree the wording of the written report made by the Head of Early Years
- A written record will be made of the second meeting.
- Positive remarks are encouraged and the new feelings of the previously bullied child are noted. The children are thanked for solving a really serious problem.
- Alternatively, more strategies need to be discussed and a new plan of action created, implemented and reviewed a week later. Parents are most likely to be involved where further meetings are arranged. They will be asked to support the elimination of inappropriate behaviour and in reinforcing the need for a positive response.

Behaviour Policy

Rewards/Positive Reinforcement

Here at Forest Park School EYFS, we find the most effective way of encouraging our children to display excellent behaviour, is through challenging yet achievable targets and appropriate resources that attract the individual child's interest and rate of development. We ensure this through ongoing observation, assessment and individual target setting, which feed into our daily/individual plans.

Throughout each child's time in the EYFS, they will have some form of responsibility, monitor job or helper role. We believe that by giving the children a chance to take on small responsibilities for themselves, even if it is hanging up their own coat, buttoning up their shirt, remembering to wash their own hands or something more responsible like being responsible for helping prepare the snack for the other children (*'Special Helper'*), that these deserve positive reinforcement. We also believe that through extra responsibility the children learn how important it is to display good behaviour and exposes them to the importance of themselves keeping safe.

Our children also respond very well to positive reinforcement, they love to receive stickers, a smile and verbal praise, public praise in front of the class, a chance to look after our class friends Big Ted, Little Ted, Kitty or Pup' and a clap from their friends.

In order to reinforce positive behaviour and promote social development we have classroom strategies and resources in place which are reviewed and updated on a regular basis (eg, star chart)

Our positive behaviour policy forms the friendly, secure and welcoming atmosphere, that we are so proud of here at Forest Park School. However, we do realise that sometimes this is not enough for some children on the odd occasion, therefore we have a sanctions system set in place that all members of staff including mid –day supervisors can adopt when necessary.

Sanctions

Stage 1 – Positive -**Sunshine cloud** (Distraction strategy, praise other children displaying positive behaviour, reinforce good behaviour, time out, if these do not work then one warning)

Stage 2 – Little bit sad - **Rainbow cloud** (Distraction strategy, praise other children displaying positive behaviour, reinforce good behaviour, time out, if these do not work then one warning)

Stage 3 – Sad-**Thunder cloud** (Distraction strategy, praise other children displaying positive behaviour, reinforce good behaviour, time out, if these do not work then one warning)

Stage 4 – Very sad- **Taking them away from an area they appear to enjoy the most for 5-10 minutes** (Distraction strategy, praise other children displaying positive behaviour, reinforce good behaviour, time out, if these do not work then one warning)

Stage 5 – Serious - **Missed play** for 5-10 minutes for every offence their after, which is deemed appropriate.

(At Stage 5 – EYFS Co-ordinator/ Headteacher informed, before potentially discussing with the parent that their child, continued to demonstrate poor behaviour after their name was moved twice, after attempted distraction strategies, discussions, warnings and sanctions have not been successful.)

If stage 5 continues to be ineffective, then an Individual Educational/Behaviour Plan (IEP or IBP) is put in place to suit the individual's particular needs. To produce this we would work with the EYFS Co-ordinator/Headteacher, key worker, SENCO, child and parent.

Records of serious incidents are kept in the class behaviour book and maybe included where appropriate in their individual observation file.

Each class has a display of the sunshine, rainbow and thunder clouds for everyone to view and access.

Children's names are always on the sunshine cloud, if negative behaviour is displayed the child is quietly taken to one side and a discussion follows, the child is asked why their actions may not be appropriate behaviour, if they are not sure this is explained to them. The child then has the opportunity to explain what they think would be appropriate behaviour or actions. They are encouraged to demonstrate these and possibly examples of why it is not appropriate behaviour are explained to reinforce the point. The children are then clearly told, if they are to repeat this behaviour after this discussion, then their name will move to the 'Rainbow cloud'.

This process will happen at each stage of the sanctions process. Each cloud has a one warning limit, however it is expected that the adult will engage distraction strategies, discussion over the concern, praise other children displaying positive behaviour, reinforce good behaviour to remind the child that he/she can behave correctly, implement time out giving the child an opportunity to calm down and consider their behaviour, if these do not work then one warning will be 'actioned', after this a move of the their name.

Very serious incidents where the child poses a serious danger or threat to themselves or another person, can move directly to stage 3 or 4. On occasions such as this, it may need intervention of Mrs Richardson, Mrs Carrasco or Mrs Gee, to ensure the well being of all children, staff and return the atmosphere to a secure happy place, once more.

Lunchtime

Children are rewarded with stickers for displaying good table manners, a child that particular stands out as displaying 'outstanding behaviour' is chosen to lead the line out of the dinner hall and collect their fleece first, ensuring they are first out to play.

Mid – day supervisors use the same reward and sanction process that we operate in class to ensure that the children maintain the same level of behaviour even for different staff.

At the end of dinner time play, mid-day supervisors may reward a child, with a sticker for displaying a particular attribute such as 'Sharing the toys' or 'Helping another child'. This is then announced and the children clap to say well done. The mid-day supervisors may share with the children the personal attribute they are looking for so the children can try their best to demonstrate it.

Mid-day supervisors are always informed (both verbalised and written) if a child has already shown negative behaviour in class, so they know which stage of the sanction to continue with. Mid-day supervisors will also feedback any positive or negative behaviour to the class teacher (both verbalised and written).

All staff should refer to the whole school behaviour policy for full details.

Monitoring and Review of all Policies

It is the responsibility of the EYFS teachers to follow the principles stated in this policy. The Headteacher will discuss EYFS practice with the practitioners regularly. Mr & Mrs Askew (directors), are proactive in updating policies. The Head teacher and Head of Early Years will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Signed

Mrs L Richardson

January 2011

Review date July 2012

Index of Policies

Acceptable Use and Internet Policy	Health Illness and Emergency Policy
Accident Policy	Homework Policy
Administration of Medicine Policy	Hygiene policy
Admission Policy	Infectious and Communicable Disease Policy
Aims of the School	Intimate Care Policy
Anti Bullying Policy	ITT and NQT Policy
Assessment Policy	Job Descriptions
Behaviour Policy	Library Policy
Community Cohesion Policy	Maintenance Policy
Complaints Policy	Manual Handling Policy
Confidentiality Policy	Marking Policy
Curriculum Policy	Observation and Work Scrutiny Policy
Details of Responsibilities	Parent, Staff Communication Policy
Disability Equality Scheme and Accessibility Plan	Performance Management and Appraisal Policy
Disaster Policy	Planning Policy
Disclosure of Information Policy	Presentation Policy
Drug Education Policy	Publication scheme
Early and Late Stay Policies and Practices	Pupil Registration
Early Years Foundation Stage Policy	Race Equality Policy
Equal Opportunities Policy	Recruitment Policy and Procedures
Exclusion Policy	Relationship and Sex Education Policy
Extra Curricular Activities Policy	Risk Assessment Policy
Fire Safety Policy	Safeguarding Children Policy
First Aid Policy	School Visit and Outing Policy
Flu Epidemic/ Pandemic Policy	SEN Policy
Food Policy	Site Security Policy
General Information for Staff	Staff conduct, Discipline and Grievance Policy
Gifted and Talented Policy	Staff Induction
Health and Safety Policy	Staff recruitment Policy

Supervision Policy

The House System

Travel Plan

Visitors Policy

Curriculum Policies

Art and Design Policy

Design and Technology Policy

Geography Policy

History Policy

ICT Policy

Literacy Policy

Mathematics Policy

Modern Foreign Language Policy

Music Policy

PE Policy

PHSCE Policy

RE Policy

Science Policy

