



# Foundation Stage Policy

## William Reynolds Primary School and Nursery

Date of policy creation:	June 2022
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Governing body signature:	

## **Other related information and policies**

Foundation Stage Risk Assessment,  
Nursery Attendance Leaflet,  
Foundation Stage Leaflet  
Equality Policy  
Social Networking Policy,  
E-awareness statement  
Parental Permission for photos and videos  
Admissions Policy  
Health and Safety Policy  
Statutory Framework for Early Years (September 2021)  
SEND Policy  
Medical Issues  
Alert Web  
Administering Medicines

## Rationale

At William Reynolds Primary School and Nursery we adhere to the four EYFS key themes that shape practice within Early Years Settings. These overarching principles are central to us creating a Foundation Stage that starts with the child, supports and develops the role of parents, offers a high quality environment and provides children with exciting contexts for their learning. We believe in encouraging children to be curious, to play and explore, actively engage in their learning and develop skills of creativity and critical thinking.

- 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**. We aim to develop caring, respectful professional relationships with the children and their families.
- Children learn and develop well in **Enabling Environments**, in which their experiences respond to their individual needs and there is a strong partnership between parents and/or carers.
- Children **Develop and Learn** in different ways and at different rates. We aim to cater for all children by providing an inclusive setting.

## Aims

Using the Statutory Framework for the Early Years (September 2021) as our core document we offer a quality provision that includes;

A safe and secure environment which promotes the welfare of children.

We are focused on providing engaging and challenging learning opportunities in the Foundation Stage that underpins all future learning by providing carefully planned experiences in the three prime and four specific areas of learning. This will allow children to progress towards or beyond the national expectations of Early Learning Goals and enable them to develop competency in the basic key skills of reading, writing and mathematics, helping them to be 'school ready' by the end of the Foundation Stage. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

### The three prime areas:

- **Communication and language**  
Children have opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.
- **Physical Development**  
Children have opportunities to be active and develop their coordination, control and movement. Children are helped to understand the importance of physical activity and healthy food choices.
- **Personal, Social and Emotional Development**  
Children are helped to develop a positive sense of themselves and others to form positive relationships and develop respect for others: to develop social skills and learn how to manage their feelings, to understand appropriate behaviour in groups and to have confidence in their own abilities.

#### **The four specific areas:**

- **Mathematics (Number and Shape, Space and Measure)**  
Children have opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes and measures.
- **Expressive Arts and Design**  
Children have opportunities for sharing thoughts, ideas and feelings through art, music, dance, role play and design and technology.
- **Literacy (Reading and Writing)**  
We encourage children to link sounds to letters and begin to read and write simple sentences. Children have access to a wide range of reading material.
- **Understanding the World**  
Children are guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people and communities, places, technology and the environment.

#### **We meet the needs of the children through:**

- **Quality and consistency in our inclusive environment ensures that all children make good progress**
- **A secure foundation** through high quality learning and development opportunities, which are planned around the needs and interests of each individual child. Children are assessed and reviewed regularly in preparation for next steps learning.
- **Working in partnership** to make an effective partnership between practitioners and parent/carers. We recognise children learn to be strong and independent from secure relationships. We aim to develop caring, respectful and professional relationships with the children and their families.
- **Equality of opportunity** ensures that every child is included and supported.

#### **Foundation Stage**

The Foundation Stage at William Reynolds Primary School and Nursery incorporates a 64 place nursery class, 32 in the morning and 32 in the afternoon, and two Reception classes based in the EYFS unit. The two Reception classes can accommodate up to 30 children each. Children who are due to start school the following September are known as Nursery 2. Children who will not be starting until the year after are known as Nursery 1.

Admission to Nursery is through the school. There is a clear policy for Admissions. Currently we take children when they have had their third birthday or at the beginning of the term if they have two year old funding. Children can be registered on a waiting list and will be contacted prior to their due start date for a Home Visit.

Admission to school for Reception children is through the Local Authority. Parents/carers are sent the relevant paperwork by Telford & Wrekin with a closing date for applications. This is usually in the Autumn Term before the child is due to start the following September.

#### **Introduction**

The Foundation Stage extends from the term the child is three to the end of the Reception year. Entry into Reception is at the beginning of the school year in which the child is five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).

The Foundation Stage is important in its own right, and also in preparing children for later schooling. It is the Early Learning Goals, outlined in the Statutory Framework for Early Years (September 2021) that set out what is expected of most children by the end of the Foundation Stage.

Transition can be a challenging time for children as they move from the security of one setting, be it home or another nursery, to another. At William Reynolds Primary School and Nursery we aim to make this as smooth as possible through Home Visits and sharing of information by parents and other professionals. We also offer taster sessions in our setting where parents and children are able to familiarise themselves with the environment and key members of staff. We believe this helps children to settle more quickly and feel confident in their new surroundings.

Children joining William Reynolds Primary School and Nursery have already learnt a great deal. Some have been learning in one of the various educational settings that exist in our community. The early-years education we offer our children is based on the following principles:

- Identification of, and building on what our children already know and can do;
- Ensuring that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment.
- Collaborative learning is valued and celebrated to embed respect and resilience.

### **The Foundation Stage Curriculum**

Our curriculum for the Foundation Stage reflects the areas of learning identified in the Statutory Framework for the Early Years (September 2021). The learning experiences will enable children to develop competency and skill across the 7 areas of learning.

The Early Learning Goals provide the basis for planning throughout the Foundation Stage. We have a two year curriculum map which enables learning to be taught through exciting contexts. Specific outcomes are targeted each term linked to the age and stage of the children which inform the medium-term planning for each term. This helps to keep the children on track to achieve the Early Learning Goals by the end of Reception.

**Nursery Curriculum** - We believe in the importance of routine and familiarity for our young children. The days are structured to provide consistency and continuity for their learning. Children begin and end the session with their key person and in between have a balance of child and adult led activities linked to the areas of learning. These are designed to be interactive and engaging to move their learning on.

**Reception Curriculum** - In the first term the Reception day runs very similar to the Nursery day except that they have a morning and afternoon session. They begin to formalise their learning, particularly in phonics (RWI) and mathematics. Over the three terms they will have reduced child-led opportunities in order to prepare them for entry to Y1.

## **Teaching and Learning**

The features of effective teaching and learning at William Reynolds Primary School and Nursery are defined in our Teaching and Learning Policy. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 and 2.

In Nursery Daily teaching will include:

Key person group time where the routine focuses on recognising names,

- Counting and finding numbers, developing simple numerical concepts, learning the days of the week and looking at the weather.
- Phonics teaching
- Plan-do-Review Time - a combination of adult led small group activities and child led learning
- Circle Time, Music or Story.

In Reception Daily teaching will include:

- Registration and daily routines
- RWI
- Adult led small group activities
- Child led learning
- Mathematics
- PE
- Circle Time, Music or Story

## **Reception Curriculum**

During the transition period at the beginning of the school year, children will experience a mostly child initiated curriculum, provided through a stimulating and working environment. This moves to more formal teaching mornings where children are taught in small groups with child initiated afternoons. Children participate in whole class, small group and individual activities, with increasing times as the year progresses to accommodate children's needs and stretch their learning.

We endeavour to develop each child's understanding of Literacy and Mathematics through daily RWI phonic lessons and maths lessons.

## **Active Learning through Play**

Play is an important part of the EYFS curriculum. Children have the opportunity to play both indoors and outdoors where they have access to The Outdoor Classroom. Play is supported and extended by the experienced staff within the Foundation Stage unit to encourage all children reach their full potential.

Children are encouraged to learn through play. This enables them to explore and develop learning experiences that help them make sense of the world. They practice and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and 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.

In Foundation Stage we strive to develop in children a broad range of skills linked to the Characteristics of Effective learning identified in the Statutory Framework for the Early Years (September 2021) which promote and encourage:

- **Playing and exploring**  
Children investigate and experience things and 'have a go'.
- **Active learning**  
Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **Creating and thinking critically**  
Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

We encourage children to initiate learning by providing them with materials, equipment and time to pursue activities they choose while simultaneously guiding them toward sequenced learning goals and encouraging children to adapt an active problem-solving approach to learning.

Teachers support children's active learning by resourcing learning, making plans and reviewing activities with children, interacting with and carefully observing individual children and leading small and large group learning activities.

During their time in Reception and Nursery we offer additional experiences that enhance learning opportunities, such as Forest School and visitors into school.

The environment is organised to support the daily routine - children know where they can find materials and equipment and what they can use. This encourages development of self-direction and independence.

### **Forest School**

Children participate in Forest School sessions. These form an important part of the children's learning experiences in their school week. They link to the curriculum through an outdoor context. We know that Forest School sessions help to raise self-esteem, develop confidence, independence and language and communication skills. The Forest School leader works with the Early Years teachers to continue themes looked at in the classroom into the outdoor and woodland environment. Forest School sessions begin in the Summer Term prior to starting Reception and continue through to the end of the following Spring Term.

### **Assessment**

The EYFS Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise pupil progress towards the Early Learning Goals. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of formal observation using the 2simple 2build a profile application, informal observations such as post-it notes, annotated work and photographic evidence. This involves both teacher and other adults, as appropriate.

On entry to Nursery and Reception class the teacher assesses the ability of each child, taking into account information from other settings and parents. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. We share the information contained in the Foundation Profile at our parent consultation meetings.

In Nursery each Key Person keeps a Learning Journey for each individual child and uses observational evidence to record examples of each child's work. These learning journeys contain a wide range of evidence that can be shared with and contributed to by parents on a weekly basis. Each half term their profile is updated, progress is tracked and the information is used to plan appropriate learning opportunities for the next half term.

In Reception the teacher and TA's also keep a Learning Journey, Writing Journal and a Mathematics Book for each individual child.

Attainment is also captured in more formal ways using 'Chance to Shine'. This takes place once a term for Nursery and Reception children for writing and mathematics. Next steps are identified to move the children's learning on.

Children's progress is carefully tracked and monitored. Data is submitted each term and different groups are analysed to identify any gaps in learning and to target interventions accordingly. At the end of the final term in Reception we have to submit EYFS Profile data to the LA and DfE. The child's next teacher will use this information to make plans for the year ahead. We share this information at parent consultation meetings and in the end of year reports.

At the end of Nursery and Reception parents receive an annual report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in July each year.

### **Monitoring**

Provision and practice in the Foundation Stage is monitored in accordance with the Whole School Monitoring Cycle.

The Early Years Governor plays an active role in monitoring Early Years provision. CPD for all Early Years staff is identified as part of the School Development Plan.

### **Inclusion at the Foundation Stage**

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 we are planning for their learning (see our policy on inclusion).

Within Foundation Stage, children are set realistic and challenging targets, matched to their needs, so that most are achieving the expected level of development within the Early Learning Goals, by the end of the key stage. Some children progress beyond this point. We help them do this by planning to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

It is recognised that outstanding practice can take many forms. At William Reynolds Primary School and Nursery we adopt a flexible and graduated response to support children with SEND. This approach acknowledges that there is a continuum of need and where necessary, specialist advice and support is sought. Children are identified as early as possible, sometimes from the outset but more usually during the first 2 terms, when a child is experiencing continuing difficulties that mean he/she is not fully able to access the Early Years curriculum. Once a



child's needs have been identified, appropriate advice will be sought and intervention will take place.

We meet the needs of our children through:

- Early identification of vulnerable children, initial assessments are made at the Home Visit stage.
- Planning opportunities that build on and extend the children's knowledge, experience and interest, and develop their self-esteem and confidence;
- Using a variety of teaching strategies that are based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- Offering a safe and supportive learning environment, in which the contribution of all children is valued;
- Employing resources that reflect diversity, and that avoid 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 providing appropriate interventions (e.g. working with support agencies and/or individual programmes and strategies e.g. contrasting pairs, NELI) as necessary.

Foundation Stage staff have been Makaton trained to support communication development.

### **Partnership with parents/carers**

We believe that parents/carers have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating their children. The partnership between teachers and parents helps our children feel secure at school, and to develop a sense of well-being and achievement.

We develop this partnership by:

- Talking to parents about their child before their child starts in our Nursery;
- The Early Years Phase Leader and Nursery Teacher visiting all children in their home setting prior to their starting Nursery;
- Giving opportunities for the children to have a 'first steps' session before starting Nursery;
- Inviting all parents and children to a meet and greet during the term before their child starts Reception to be given key information, see the environment and meet their teacher.
- Offering parents daily opportunities to talk about their child's progress in both nursery and reception classes;
- Identifying through observations, children's progress and future learning needs, offering parents weekly opportunities to view and comment on their learning

- Encouraging parents to talk to the child's teacher or key person if there are any concerns;
- Having flexible admission arrangements, and allowing time to discuss each child's circumstances;
- Offering a range of activities, throughout the year, that encourage collaboration between child, school and parents; including homework
- Providing various activities that involve parents/carers i.e. regular communication through School newsletters, and inviting parents to Forest School, Family Learning, Reading Friday and EYFS/class based workshops, in order to discuss the kind of work that the children are undertaking.

During the Home Visit we ask parents to complete a 'Unique Child' booklet. This is the foundation for our parent partnership and it helps us get to know the unique child and find out about their stage of development. It also helps to identify any particular needs, anxieties or concerns parents may have. On starting Nursery each child is allocated a Key Person who will be their first point of contact and will work with parents to support them and their child throughout their time in the Nursery.

During the autumn and spring term Nursery 2 parents are offered a meeting at which the parents discuss how their child is progressing and to reflect on their child's current stage of development. Reception parent consultations occur in the autumn and spring terms. Parents receive a report on their child's attainment and progress at the end of their time in Nursery and Reception.

We believe attendance at Nursery and Reception matters. Children respond well to routines and regular attendance helps them to consistently build on their learning, develop good social skills and prepare them for when they start school full time. We work closely with our Educational Welfare Officer and monitor attendance regularly. The phase leader and school based attendance manager meet regularly to review attendance. Parents of children whose attendance is falling are contacted by the School Attendance Manager to identify reasons for absence and offer support if there are difficulties in getting children to Nursery regularly.

### **Enabling Environments**

We provide the children with an enabling environment. An environment that is attractive and stimulating where children feel confident, secure and challenged.

### **Learning Environment**

We recognise the importance of a learning environment both indoors and outdoors which the children have daily access to, that encourages a positive attitude to learning. There are areas where the children can be active, as well as reflect. The environment is set up in learning areas, where children are able to find and locate equipment and resources through carefully organised resourcing systems. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

Our outdoor environment includes a mud kitchen, water wall, small world play, reading hut, sand play, writing hut, construction site and gardening and planting 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. The indoor environment also supports all areas of learning and development. Each Reception class has a reading area and

computers. Nursery has construction, computers, music, dressing up, creative, painting and modelling and scientific exploration areas.

### **Safeguarding and Welfare**

Our setting aims to provide an environment in which children, parents and staff are safe. We aim to educate children on boundaries and rules and understand why they exist.

**Risk Assessment** - A risk assessment is in place for the Foundation Stage and is located on the T drive. A checklist has been drawn up alongside this, which will be implemented half-termly by the early Years Phase Leader to maintain health and safety requirements. All staff are vigilant and report any issues immediately to the Early Years Phase Leader.

**Fire drill** and lock down are practised regularly as part of whole school procedure.

### **Snack Time**

*"Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious." Statutory Framework for the Early Years (September 2021)*

*'Encouraging children to eat well and learn about food in their early years not only protects their health when they are young, but also sets the foundations for their future health and wellbeing.'* (Eat Better, Start Better - A Practical Guide - Action for Children 2017)

Snack time is an important time of the day. Snack time represents opportunities for children to learn about healthy eating, have the opportunity to try different foods, develop their social interactions and practise their physical skills. We aim to provide a daily offer of food and drink that are healthy and meet children's individual dietary needs.

We aim for children to snack themselves independently. They learn to wash their hands prior to taking snack and then choose between milk or water and a healthy and balanced food selection, such as cereal, toast, bagel, cheese, fruit and vegetables.

Staff are made aware of allergies and dietary requirements through admission paperwork. Allergy and dietary information are displayed in the kitchen area (photographs of children with allergies and information about symptoms) and can also be found on the T drive. Food hygiene training is provided for all staff that prepare and handle food (All EYFS staff have a Level 2 in Food Hygiene).

### **Encouraging a positive attitude towards eating**

We recognise that children can be particular about the food they eat or may be anxious about new foods that they haven't tried before. We use simple techniques to encourage children to expand their eating repertoire and eat well. We encourage children to eat and discuss what they are eating with each other and staff, talking about the taste and texture of the food. Children are offered small tastes at first and have repeated opportunities to taste new foods.

### **Dietary Needs**

Before a child starts, parents provide details about their child's dietary needs and preferences, including any allergies or intolerances. These will be noted in their 'Unique Child' booklet and on school admission forms.

A child's specialist dietary needs are recorded on the school medical issues list and a copy kept in Foundation Stage. Current dietary information about individual children will be displayed so that all staff are fully informed of them and systems are implemented to ensure that children only receive food and drink that is consistent with their dietary needs. Parents are requested to inform the school if the child's dietary needs change.

### **Special diets**

Children who have specialist dietary conditions e.g. milk or protein allergies may bring their own food items in. When doing so food provided must be labelled with the child's name, description of food and date of preparation. Unlabelled food will not be accepted.

We recognise the importance of providing food for children following special, cultural or religious diets, and manage this appropriately and effectively.

### **Food and drink provision**

Fresh drinking water and cups are always available in the EYFS kitchen area outside of snack time. Children are encouraged to access this independently and if the weather is particularly warm children will be offered water more frequently.

Snacks are nutritious, avoiding large quantities of saturated fat, sugar, salt and artificial additives, preservatives and colourings.

The menu includes a variety of foods from the four main food groups:

- Protein alternatives - beans
- Dairy foods
- Grains, cereals and starch vegetables
- Fruit and vegetables

A drink of milk or water is included daily.

### **The eating environment and social aspects of mealtimes**

Children and staff wash their hands before preparing and eating food.

A designated area is available for snack. Children do not take toys to this area.

Tables are wiped using anti-bacterial spray before snack time.

Children have appropriately sized cups, bowls and cutlery.

Children are involved in helping to set up and clear away the tables before and after snack.

Children are encouraged to develop independence in serving themselves and pouring their own drinks and wiping up small spillages

An adult is available to encourage tasting of new foods, develop social interactions and talk to children about their food as part of their learning

### **Celebrations and special occasions**

We recognise that food and drink often play an important role at special occasions and events.

These occasions are also useful to provide opportunities for children to learn about food and drink from different religions and cultures. We will involve the children in the preparation and cooking of different foods as part of their learning

### **Evaluation and review of the setting's approach to food and drink provision**

We will keep up to date with current good practice on meeting the welfare requirements for food and drink. Visit the Children's Food Trust website: [www.childrensfoodtrust.org.uk](http://www.childrensfoodtrust.org.uk)

The School will regularly review staff training and development plans for food safety, hygiene and nutrition.

### **Snack Ideas**

- Carbohydrates - toasted muffin, toasted bagel, toasted bread, pitta, oatcake, breakfast cereal, cracker, rice cake, breadsticks, crumpets,
- Fruit in season - orange, satsuma, pear, banana, strawberries, raisins, pear, plum, pineapple, apple, melon, blueberries, peach,
- Vegetables in season - baby corn, tomatoes, carrot, pepper, sugar snap peas,
- Dairy - cheese, cream cheese, plain yogurt,
- Protein - hard boiled eggs, tuna dip,
- Drink - water, milk

### **General and Specific Food Safety Advice**

- All fruit and vegetables are washed thoroughly.
- Pips and stones removed before serving.
- Halve and quarter small fruit and vegetables.
- Cut large fruit like melon or hard fruit and vegetables like raw apple and carrots into slices instead of small chunks.
- Avoid giving popcorn as a snack to infants to reduce the risk of choking.
- Avoid giving children jelly cubes from a packet as part of messy play activities to reduce the risk of choking.

**First Aid and medication** - In Nursery and Reception there are staff who hold a PFA certificate. These are updated regularly. The Accident Book and First Aid box are located in the well-being room, along with PPE and guidance for dealing with asthma, bodily fluids and emergencies. Parents are notified of any accidents or injuries and of any first aid treatment given.

- Inhalers are kept in individually labelled bags in the well-being room for nursery children and are easily accessible. Reception children wear their bum bags daily in school.
- A person holding a PFA certificate will always be present on an Educational Visit, including Forest School.
- There are staff qualified to administer medication if necessary. Parental permission will be obtained and only prescribed medication will be administered. All medication is securely stored in reception and out of reach of children at all times.
- Specialist training is provided for staff if children have medical conditions for example severe allergies that require an EpiPen or diabetes

### **Technology ; Mobile phones, online safety, social networking**

- Mobile phones should not be used by anyone in the settings. Signs are in place around the setting to advise parents of this. Anyone using a phone should be challenged by a member of staff.
- All staff and managers must ensure that their mobile phones, personal cameras and recording devices are left inside their bag in a locked cabinet during working hours. Mobile phones should only be used in an office or staffroom where children are not present.
- If any staff member has an emergency which requires them to keep their mobile close at hand, they should consult with the managers and get permission for this. In this

situation, any phone calls taken or made should be done so in a designated staff area of the setting.

- Staff should not give out personal mobile numbers to pupils or parents/carers.
- It is the responsibility of all members of staff to be vigilant and report any concerns to the Phase Leader or Headteacher
- Children will only be photographed or filmed on video for the purpose of recording their development or participation in events organised by Early Years staff.
- Only the designated school devices are to be used to take any photo within the setting or on outings. Where parents are taking part in an educational visit or event, requests should be made that they only photograph their own children and that they do not share this on social media sites.
- Images taken must be deemed suitable without putting the child in any compromising position that could cause embarrassment or distress
- All staff are responsible for the location of the cameras and i-pads.
- Images may only be uploaded to a secure website e.g. school or 2simple 2 build a profile and should never be uploaded to the internet for any other reason, including onto social networking sites e.g. Facebook. Parental Permission must have been obtained before using any photographs or videos. Parents are asked to complete these forms as part of the school admission paperwork. Permission can be checked in the 'Alert Web' folder on the 'T drive' or in the child's personal file.
- Images can be downloaded on site using a USB lead or 'Over the Air' technology.
- Devices **should not** be taken into toilets, however on occasion it may be relevant to photograph children washing their hands. In these circumstances the Phase Leader must be asked first and staff should be supervised whilst carrying out this activity. At all times the device must be placed in a prominent place where it can be seen.
- It is the responsibility of all members of staff to be vigilant and report any concerns to the Phase Leader and a DSL.
- Any non-compliance will be taken seriously, logged and investigated appropriately in line with our disciplinary policy.
- The school operates a Social Networking Policy to protect staff and children from inappropriate use of such sites
- Children are encouraged to use computers safely in line with the schools 'E-Awareness Policy'. In Foundation Stage children know that safe access to computer programs they can use is through the star icon on the main screen.

A Safer Recruitment Policy is operated within school and all staff have to complete a DBS and Disqualification by association documentation. All staff receive regular Safeguarding training and updates and operate in line with the school Safeguarding Policy. Any concerns are immediately logged and reported to a DSL. Appropriate forms are located on the T drive. Current DSL's are:

[Julie Marriott - Headteacher](#)

[Joanne Shephard - Deputy Headteacher](#)

[Liza-Jane Rawlings - Assistant Headteacher](#)

[Ruth Angeloff - KS2 Phase Leader](#)

[Wendy Bowen - Class Teacher](#)

### **Role of Phase Leader**

In line with the School Development Plan the Phase Leaders role is to:

- Develop a timeline for events in Foundation Stage
- Monitor provision and practice
- Support staff training
- Track children's attainment and progress
- Liaise with other agencies
- Make arrangements for transition
- Develop communication links with parents
- Keep up to date with new legislation
- Network with other settings

### **Monitoring and Review**

To be reviewed when practice and guidance changes.