




# PHMAT EYFS POLICY

## Document Control Table

<b>Title</b>	PHMAT EYFS Policy
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## Document History

Date	Author	Note of Revisions
Sept. 23	MS	Full policy update. New policies included – Safe Sleep policy, Environment policy, Inclusion policy. Marking and feedback on learning.
July 24	MS	Two's ratio
June 25	RK	<p>Pg. 3 EYFS Overview – Following has been updated:</p> <ul style="list-style-type: none"> <li>School details</li> <li>Sources have been updated to the most up to date document - Early years foundation stage statutory framework for group and school-based providers Setting the standards for learning, development and care for children from birth to five. Nov 2024. Additional resources have been updated to the latest documents</li> </ul> <p>Pg. 4 –Safeguarding and Welfare requirements updates:</p> <ul style="list-style-type: none"> <li>Requirements update into as most up to date document does not break them down into a list.</li> <li>Reference to mobile phone use and other digital equipment in line with <a href="#">EYFS Statutory Framework – DfE 2024 – page 27, paragraph 3.4</a></li> <li>Staff taking medication – added that a risk assessment will be put in place by a senior leader if deemed appropriate.</li> </ul> <p>Pg. 5 – EYFS Health and Safety Procedures – updates:</p> <ul style="list-style-type: none"> <li>Risk assessments for all resources</li> <li>Food being cut appropriately inline with the new nutrition guidance</li> <li>Children to remain within sight and hearing of an adult when eating.</li> <li>Allergy management procedure Source: EYFS Framework 2024, p.30–31; FSA School Allergy Guidance</li> <li>Sharing of weekly menus and advice to parents on food being sent in - Foods from home must be safe to consume within 4 hours without refrigeration. Source: EYFS Nutrition Guidance 2025, Section 5.4, page 28</li> </ul> <p>Pg 6 - Accident, Illness and Medication Policy – updates:</p> <ul style="list-style-type: none"> <li>Recording of incidents – injuries -carbon copy removed, head injury further clarification added.</li> <li>Recording of incidents –safeguarding – wording changed to add further clarification</li> <li>Parental contact – reference to the PHMAT follows the DfE Early Years Nutrition Guidance (2025), applying the 'Provide / Limit / Avoid' model when planning or evaluating food provision. Source: Early Years Nutrition Guidance – DfE 2025 – page 8 &amp; Table 2 on pages 14–15</li> </ul>

		<p>Pg. 9 -Looked After Child (LAC) changed to Cared for Child CFC</p> <p>Pg. 10- EYFS funding – Pupil Premium funding criteria, funding and wording updated</p> <p>Pg. 11 – Transition Procedures updated to reflect updated procedures.</p> <p>Pg. 12 Early Years Home Visit Procedures:</p> <ul style="list-style-type: none"> <li>• updated to give more clarity</li> <li>• Added that a risk assessment of all home visits is required, highlighting what to do in an emergency.</li> </ul> <p>Pg. 14 – EYFS Assessment updates -:</p> <ul style="list-style-type: none"> <li>• Changed the MIS used by the Trust – Arbor</li> </ul> <p>Pg. 15 – EYFS inclusion – wording updated to further ensure inclusivity ad Wellcomm added as a screening tool</p> <p>P.16 – Learning and development – updated to reflect the different ways schools record evidence</p> <p>P 20 – Parent involvement update:</p> <ul style="list-style-type: none"> <li>• Parent masterclasses changed to Parent workshops</li> <li>• Celebrations – added details of Nutrition Guidance - Source: Early Years Nutrition Guidance – DfE 2025 – page 16 and 27.</li> </ul>
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## **Table of Contents**

Page	Title
3	<a href="#">EYFS Overview</a>
4	<a href="#">EYFS Safeguarding and Welfare requirements</a>
5	<a href="#">EYFS Health and Safety Procedures</a>
6	<a href="#">Accident, illness and medication</a>
7	<a href="#">Safe Sleep policy</a>
8	<a href="#">Nursery Admissions policy</a>
9	<a href="#">Early Years Funding</a>
10	<a href="#">Transition procedures</a>
11	<a href="#">Early Years Home Visit Procedures</a>
12	<a href="#">EYFS Environment</a>
13	<a href="#">EYFS Assessment</a>
14	<a href="#">EYFS Inclusion</a>
15	<a href="#">Learning and Development</a>
16	<a href="#">Marking and Feedback on Learning</a>
17	<a href="#">Parental Engagement</a>
19 - 25	<a href="#">Appendix 1 – EYFS Risk Assessment</a>
26	<a href="#">Appendix 2 – EYFS Risk Assessment Sign off</a>
27 – 28	<a href="#">Appendix 3 – EYFS Home Visit Risk Assessment</a>
29	<a href="#">Appendix 4 – Sleep Log</a>
30	<a href="#">Appendix 5 – Internal Activities Risk Assessment</a>

## EYFS Overview

The Early Years Foundation Stage applies to children from birth to the end of the Reception year.

Perry Hall Primary School Forest Hills Primary School	These settings offer: Terrific for twos provision for two year olds Nursery Provision Reception
Dunstall Hill Primary School Stanley Road Primary School Mesty Croft Primary School Sledmere Primary School Tillington Manor Primary School Berrybrook Primary School Woodthorne Primary School	Children start nursery from three years old on a part time basis.
Birds Bush Primary School	Children join in Reception
All our children at Perry Hall Multi-Academy Trust (PHMAT) join the Reception classes in the academic year that they turn five years old. Some schools within PHMAT offer 30 hours provision in their Twos/Nursery classes dependent on the needs of the school.	

### Aim

All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years 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 provide the foundation children need to fulfil their potential.

*(Early years foundation stage statutory framework for group and school-based providers Setting the standards for learning, development and care for children from birth to five. Nov 2024 p6)*

### Overarching Principles

Four guiding principles shapes our practice at Perry Hall Multi-Academy Trust.

- 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.
- Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

*(Early years foundation stage statutory framework for group and school-based providers Setting the standards for learning, development and care for children from birth to five. Nov 2024 p7)*

The Early Years Foundation Stage (EYFS) sets the essential standards for all early years providers, ensuring children’s healthy development, safety, and effective learning. It prioritises building a robust foundation of knowledge and skills, fostering school readiness and setting children on a path for continued success throughout their education and life. Effective practice involves a balanced approach, incorporating play, adult modelling, peer learning, and adult-guided activities, all designed to strengthen this foundational knowledge. The EYFS is committed to quality, consistency, personalised learning, strong partnerships with families, and equal opportunities for all children, ensuring no child is left behind in acquiring these fundamental building blocks.

### Additional resources

[Early years foundation stage profile handbook](#)

[EYFS statutory framework for group and school-based providers](#)

[Development Matters - GOV.UK](#)

# The Safeguarding and Welfare Requirements

## **Aims**

At our schools we understand that we are legally required to comply with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. [Perry Hall Multi Academy Trust Safeguarding Policy](#) outlines that all children in our school are 'safe'. PHMAT aim to provide a high quality EYFS settings which are welcoming safe and stimulating enabling children to enjoy learning and grow in confidence. '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'.

We are committed to meeting all safeguarding and welfare requirements outlined in the Early Years Foundation Stage framework (2023). This includes promoting the welfare and safeguarding of children, ensuring their good health and safety, managing behaviour effectively, ensuring the suitability of staff, maintaining safe premises and equipment, providing enjoyable and challenging learning experiences, and maintaining necessary records, policies and procedures. (Statutory Framework for the Early Years Foundation Stage, 2023, Section 3).

## **Suitable people who work in EYFS**

We meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that our staff and volunteers are appropriately qualified, and we carry out checks for criminal and other records through the Disclosure and Barring Service (DBS) in accordance with statutory requirements. We follow the requirements of the Early Years Foundation Stage and Ofsted guidance on checking the suitability of all staff and volunteers who will have unsupervised access to children.

Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us. [PHMAT Recruitment and Selection Policy](#) is always followed. Staff who live in the same household as another person who is disqualified or lives in the same household which employs a disqualified person, are asked to inform senior leaders to allow assessment of the situation and if appropriate, obtain a 'waiver' from Ofsted (Section 3 – the safeguarding and welfare requirement point 3.15).

All new members of staff attend an induction meeting shortly after their appointment, during which they are given the MAT policies and given dedicated time to read through these. The PHMAT safeguarding policy also includes guidance on the use of mobile phones, cameras, and other electronic devices capable of capturing or sharing images within EYFS settings, in accordance with safeguarding requirements outlined in the Statutory Framework for the Early Years Foundation Stage (DfE, 2024), Section 3.4, page 27.

## **Staff taking medication/other substances**

If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly. Staff medication on the premises will be stored securely and kept out of reach of the children at all times. If we have reason to believe that a member of staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken. A risk assessment will be put in place by a senior leader if deemed appropriate.

## **Key Person**

All staff involved with the Early Years Foundation Stage aim to develop good relationships with all children, interacting positively and taking time to listen. Where there is Two's provision, each member of staff is a Key Person for individual children. At our schools, the Early Years Foundation Stage staff act as 'Family group leaders'.

## **Additional Resources**

[Perry Hall Multi Academy Trust Safeguarding Policy](#)  
[PHMAT Recruitment and Selection Policy](#)  
[Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)

## EYFS Health and Safety Procedures

PHMAT recognises that the health and safety of employees, pupils and visitors is paramount to the well-being and success of the organisation. All staff who work within the EYFS have the responsibility to ensure the environment is safe. The following table outlines specific roles for staff members.

All EYFS staff	<ul style="list-style-type: none"> <li>• Check the environment daily for risks.</li> <li>• Follow Health and Safety procedures related to the spread of infections.</li> <li>• Refer to EYFS risk assessment documents for individual infections.</li> <li>• Follow the offsite education policy when planning and leading offsite activities, ensuring correct adult pupil ratios are in place.</li> </ul>
EYFS Phase Leader Headteacher	<ul style="list-style-type: none"> <li>• Ensures risk assessments are up to date and that Health and Safety procedures are followed by all adults working within EYFS.</li> <li>• Monitors Risk assessment sign off</li> </ul>
Site Manager Health and Safety Leader	<ul style="list-style-type: none"> <li>• Acts on concerns raised by EYFS staff in a timely manner.</li> </ul>
PHMAT Estates Manager Health and Safety Governor Head	<ul style="list-style-type: none"> <li>• Conducts Health and Safety monitoring as required</li> </ul>

### **Procedure**

- During Induction meetings, annual staff training and the weekly briefing notes, all staff receive H&S training and instructions. There are rolling reminders of Risk Assessment and Health and Safety procedures as required.
- Designated fire marshals complete Basic Fire Safety Awareness training in accordance with the school fire safety policy.
- Staff are informed of fire procedures during their induction. Fire drills ensure that staff are trained to get the pupils and themselves out of the building quickly and safely.
- Job-specific training is provided in house, or externally where required, for EYFS staff who: administer first aid, co-ordinate educational visits, lead educational visits, use moving and handling techniques, use display screen equipment, lead or manage areas of Health and Safety, act as Fire Marshals and approve risk assessments.
- Supervision ratios: Twos 1:4/5 (with at least one L3 as lead) Nursery 1:13 (with a teacher) Reception 1:30 (with a teacher). Following the guidelines stated within the Statutory Framework for the Early Years Foundation Stage – Setting the standards for learning, development and care for the children from birth to five. All schools within the PHMAT meet the statutory guidelines regarding staffing ratio for Early Years Providers (other than childminders) as detailed in section 3 -The Safeguarding and Welfare Requirements Statements 3.32 through to 3.40.
- Risk assessments: These are displayed in Reception and Nursery. New hazards and risks are recorded as they arise. [Perry Hall Multi Academy Trust Health and Safety Policy](#) is always followed and daily checks completed.
- Canopies in the outdoor area provide shade in the summer.
- Concerns are reported via a form. Urgent concerns reported in person immediately.
- Toileting accidents: EYFS staff make sure children are cleaned as soon as possible. [PHMAT Intimate Care Policy](#) is always followed.
- Reporting: accidents and near misses are reported to the Health and Safety lead who investigates where necessary. Action is taken to prevent further incidents and PHMAT are informed using appropriate channels, as per the Trust's Health and Safety policy.
- All resources used are individually risk assessed. Careful consideration is made to ensure that they are appropriate. Choking risks are managed within individual settings depending on the age and development of the children.
- We ensure food is cut appropriately to reduce choking risk—for example, grapes and cherry tomatoes are halved lengthwise, and hard foods avoided for younger children, in line with Early Years Nutrition Guidance (DfE, 2025), Section 5.3, page 31.
- Children remain within sight and hearing of an adult while eating, including snack and lunchtime sessions. Fresh drinking water is available and accessible to children at all times, as required by the Statutory Framework for the Early Years Foundation Stage (DfE, 2024), Section 3.48–3.49, pages 30–31.
- Our settings follow clear allergy management procedures. All staff are informed of children's allergies and intolerances. Packed lunches are checked daily and meals prepared by school caterers are reviewed for allergens. Procedures follow statutory guidance on safeguarding and food safety, in line with the EYFS Statutory Framework (2024), sections 3.45–3.47, pages 30–31.
- Weekly menus are shared with parents and displayed in EYFS settings. These include school dinners and healthy snack options and follow the DfE nutrition framework.
- Parents are advised to use insulated lunch bags and include ice packs for perishable foods. Foods from home must be safe to consume within 4 hours without refrigeration, in line with food safety guidelines.

## **Additional resources**

[Early years foundation stage profile handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Perry Hall Multi Academy Trust Health and Safety Policy](#)

[PHMAT Intimate Care Policy](#)

[PHMAT Hub - Incident Reporting Form.pdf - All Documents \(sharepoint.com\)](#)

Academy Medical Needs Policy

## **Accident, Illness and Medication Policy**

### **Medication**

The regulations regarding medications coming into school and their storage are outlined in the Academy Medical Needs Policy. In early years, all staff receive necessary technical training to support the administration of medicines requiring medical or technical knowledge. This includes every member of the team receiving annual asthma and Epi-pen training. Records of administration of medicines will be kept by the school office as per Appendix 10 of the Academy Health and Safety Policy.

### **Children who are sick or infectious**

If children appear unwell during the day – for example, if they have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the office call the parents/carers and ask them to collect the child, or to send a known carer to collect the child on their behalf. After diarrhoea or sickness, we ask parents/carers keep children home for 48 hours following the last episode. Where children have been prescribed antibiotics for an infectious illness or complaint, we ask parents/carers to keep them at home for 48 hours before returning to the setting (as per Public Health Agency: Guidance on infection control in schools and other childcare settings).

On identifying cases of head lice, we inform all parents/carers ask them to treat their child and all the family if they are found to have head lice.

### **First aid procedures**

'Academy Health and Safety Policy & Procedures are followed at all times in EYFS by all staff. Additionally at least 1 member of staff in each 'unit' holds a Paediatric First Aid Certificate. Children in Early Years are monitored particularly closely after first aid or during illness due to their age and vulnerability.

### **Recording of accidents**

Following the MAT guidelines and procedures; as laid out in appendix 1 (page 11) of the Policy, and [First Aid policy](#). Every classroom has duplicate incident forms available which are completed by the member of staff supporting the child and administering first aid. These are signed and dated by the member of staff. A copy is stored and retained within a central location (the school's main office). If the child has had a head injury; the office receives the slip/ information immediately and contact is made with the emergency services and or parents/carers by a phone call, text message or Dojo to inform them of the incident following an assessment by the first aider. The original slip is given to parents/carers, upon collection. These records are logged on Arbor or CPOMs under children's profiles. The duplicate slips are retained and stored. These records of incidents are reviewed; when a concern is raised regarding potential patterns of harm or abuse.

In the same manner, a child arriving in school with a noticeable mark or injury; the staff will acknowledge the concern and record this on appropriate logs. These concerns are then passed onto the DSL who then speaks to the child to ascertain the correct course of action. A record of the conversation is logged on CPOMs providing the opportunity to track or link ongoing injuries if necessary. We follow the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are not regarded as incidents and there are separate procedures for this.

[PHMAT Incident Reporting Log](#) is completed in line with Perry Hall Multi Academy Trust Health and Safety Policy.

### **Parental contact**

Parents are always encouraged to communicate with school and staff around their child's wellbeing. Parents should inform staff if their child is unwell or has taken any kind of medication. Parents will not always realise that they



should share this information, therefore staff will use professional curiosity to gain additional information from parents if required.

From September 2025, PHMAT follows the DfE Early Years Nutrition Guidance (2025), applying the 'Provide / Limit / Avoid' model when planning or evaluating food provision.

This guidance forms part of the safeguarding and welfare requirements, with the expectation that settings "have regard to" the guidance unless there is good reason not to.

### Additional resources

[Perry Hall Multi Academy Trust Health and Safety Policy](#)

[PHMAT Hub - Trust First Aid Policy July 2022.pdf - All Documents \(sharepoint.com\)](#)

## Safe Sleep Policy

### Aim

PHMAT has a duty of care to ensure that safe sleep practices are embedded within the provision to reduce the risk of Sudden Infant Death Syndrome. Research has shown that by adopting safe sleep practices the risk of Sudden Infant Death Syndrome can be reduced. The setting maintains safe sleep environments for children and shares this information with parents/carers and all practitioners. A safe sleep policy is implemented with key points to keep infants safe whilst they sleep.

### Who

<b>HT/SLT/ EYFS Leader</b>	Regular monitoring of policy and ensuring adherence at all times. Ensuring appropriate training is in place.
<b>Teachers and support practitioners</b>	Monitoring, upholding policy and communicating effectively with parents, colleagues and SLT. Ensuring policies have been read and understood. Staff are responsible for ensuring they complete any directed training and confirm this has taken place,

All practitioners who work with under 3s receive induction on the setting's safe sleep policy and FSID guidelines. Staff observe the child's temperature, colour and breathing and complete sleep chart. Staff ensure all used sleep mats are cleaned appropriately after each use. Members of staff remain in the room or in close proximity of the room allowing them to be at hand when a child awakes, needs any form of support or if an emergency happens to arise. Staff will discuss any sleep taken with parents/carers at the end of the school day.

### How

Safe Sleep Environment and Safe Sleep Practices are followed at all times. These include:

- Sleeping areas are well ventilated and kept between 16 and 20 degrees Celsius. A room thermometer is available in the sleep area and temperature recorded at regular intervals whilst children are asleep.
- Steps are taken to prevent the infant from getting too warm or overheating by regulating room temperature, avoiding excess bedding and not over-dressing the child.
- Sleeping checks are completed frequently by designated practitioners. (Early Years Foundation Stage statutory framework pg 28 para 3.59)
- Sleep checks are recorded, which document frequency of checks, change in sleep position or any other observations.
- Should a child fall asleep whilst being held by an adult, they will be transferred to a safe sleeping surface to complete their rest as soon as possible.
- Practitioners are mindful of changes to the infant's skin colour, breathing, body temperature or restlessness.
- Children are placed to sleep on their back unless there is a signed sleep position agreement in place.
- The child's head remains uncovered for sleep and all hoods are removed.
- At least one person who holds a current paediatric first aid certificate is on the premises at all times when children are present (Early Years Foundation Stage statutory framework, pg 21 para 3.25) Sep-22 21
- No soft toys are in the area, in which children are sleeping.

- made comfortable when put down to rest/sleep, e.g. shoes, socks and outer clothing removed, made comfortable on sleeping mat/cushions etc. A risk assessment is carried out to ensure every child is safe e.g. no bags or toys with strings/bows which may cause harm to any child, correct temperature in the room etc

Children in Nursery and Reception do not generally need a sleep, but if they wish to do so, especially if they are attending all day, have recently started Nursery/school their needs, will be accommodated. Children who fall asleep due to suspected illness will have parents/carers called to notify them and be asked to collect if appropriate.

### Additional resources

[Perry Hall Multi Academy Trust Health and Safety Policy](#)

## Nursery Admissions Policy

### Aim

This policy ensures that there is a fair system in place for Nursery admissions which considers age, siblings, distance from school and learning needs. Some schools within the Trust may have an individual policy with specific details related to their school community.

### Parents

- Parents can apply for a Nursery place at any time once a child is born directly with individual schools.
- An application form is completed.
- Additional information and support with the form can be provided to parents if requested.
- When parents receive an offer of a place they must confirm acceptance
- Once a place has been accepted, parents are required to attend an induction meeting with the EYFS Leader.
- At or prior to induction, parents are required to complete relevant data capture forms and provide relevant paperwork including passport, birth certificate, proof of address and any additional information relating to funding, health and wellbeing.
- Children are not able to start Nursery until school has the relevant emergency contact information and health information.

### School

- When an application enquiry is made, parents are provided with an application form.
- Completed applications are received they are processed appropriately.
- Application forms are stored in line with GDPR regulations.
- The school allocates places in line with the admission priorities below, accommodating preferences where possible.
- The school organises inductions and subsequent home visits in line with transition procedures. Nursery staff are made aware of new starters and relevant information sharing takes place.
- Before children start all relevant information must be recorded on Arbor (MIS system) and checks on supporting documentation are made.
- Start dates are agreed and shared with parents.

#### Nursery Admission Priorities:

- 1) Cared for children (CFC)
- 2) the age of the child (based on academic year); children cannot be admitted before their third birthday and priority is given to children who will be eligible for a Reception place the following academic year
- 3) if the child has siblings at the school
- 4) Staff member's children
- 5) proximity of home address to the school (proof of address will be required)

**Exception: if a child has a specific need which is best catered for by the school - as determined by a medical or social care professional - they will take priority over other applications.**

- The EYFS Leader oversees the procedure with support from the Senior Leadership Team.
- Individual schools are responsible for arrangements around; accurate input of pupil data onto ScholarPack.



- The Senior Leadership Team and Principal monitor procedures.

## Additional resources

### [Academy Admissions Policy](#)

## Early Years Funding

### Reception Pupil Premium

The Pupil Premium grant is funding provided to improve educational outcomes for disadvantaged pupils in state-funded schools in England. The following groups are eligible for Pupil Premium:

- pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years, including eligible children of families who have no recourse to public funds (NRPF)
- children looked after by local authorities, referred to as *looked-after children*
- children previously looked after by a local authority or other state care, referred to as *previously looked-after children*

### Early Years Pupil Premium

Each early year's setting could receive up to £0.62 per hour per eligible child from April 2024, or £415.20 annually for a child accessing the full 15 funded hours weekly. This is paid directly to early years settings, not to parents.

Parents must inform their early years provider if their child is aged 3 or 4, is eligible for the 15-hour entitlement, and if they meet the income and benefit criteria. Families must be in receipt of one of the following:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit (provided the family is not also entitled to Working Tax Credit) and has an annual gross income of no more than £16,190
- Working Tax Credit run-on (paid for 4 weeks after qualifying ends)
- Universal Credit, with a household income of less than £15,400 a year after tax from employment or self-employment

Pupil Premium is also available if a child is:

- looked after by a local authority in England or Wales
- has left care through adoption, a special guardianship order, or a child arrangements order

Cared-for children are eligible for Pupil Premium Plus (PP+), which must be accounted for in Personal Education Plan (PEP) reviews.

### Two-year-old funding

Parents/carers and practitioners can refer a child for a place under the Terrific for Twos scheme via Early Years Support Online. If approved, parents/carers receive a voucher code to present to their chosen childcare provider. Places for September are offered subject to availability.

If a parent/carer has not received a voucher code, the provider may approve the place directly if eligibility criteria are met. Eligibility includes:

- In receipt of Income Support
- In receipt of income-related Employment and Support Allowance
- In receipt of income-based Jobseeker's Allowance
- Receiving support under Part VI of the Immigration and Asylum Act (NASS)
- Receiving the guaranteed element of State Pension Credit

Or if parents/carers:

- receive Child Tax Credit (but not Working Tax Credit) and have an annual income below £16,190
- receive Working Tax Credit and have an annual income below £16,190

- receive Working Tax Credit 4-week run-on
- have a two-year-old who is looked after by the local authority (for one day or more)
- have adopted a two-year-old from local authority care
- receive Disability Living Allowance for their child
- care for a two-year-old who has left local authority care via a Special Guardianship, Child Arrangement or Adoption Order
- care for a two-year-old with a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP)

The 30-hour childcare entitlement is managed by a central team and requires separate application and approval through HMRC. More details can be found via:

Early years funding: 2023 to 2024 - GOV.UK ([www.gov.uk](http://www.gov.uk))

## Transition Procedures

### Aim

Transition both in and out of the EYFS is a carefully thought-out process, personalised to each cohort, which ensures that children make good or better progress in preparation for National Curriculum expectations and their start of education in EYFS. Child wellbeing is an intrinsic part of the process in which they are prepared, supported and guided. Reception and Year 1 staff work closely with phase leaders to support children and parents with this transition. Phase Leaders inform parents of the transition process.

Early years practitioners work closely with families and PVI settings to ensure children get the best start. Each school is responsible for ensuring transition plans are mapped out appropriately.

### Reception to Year 1

- Information sharing conversations take place. EYFS staff share all relevant data.
- Moderation meetings take place to share information regarding the cohort
- Children are gradually introduced to whole class independent learning in core subjects using a phased approach.
- Teaching and Learning is pitched to bridge the gap between EYFS and the National Curriculum. Links are made between ELG statements and National Curriculum to differentiate for children who have not achieved expected standard in the EYFSP.
- EYFS team work closely with Year 1 team to create a supportive learning environment with opportunities to enrich areas of development specific to the cohort.

### Nursery to Reception

Children transitioning from Nursery to Reception receive an appropriate transition plan. Children have the opportunity to meet their new teacher and spend time in their new classrooms. There are opportunities for children to meet other children in the class. Parents are informed of transition arrangements and there are opportunities for parents to meet staff.

Nursery children who have not experienced lunch have the opportunity to do so. Children also have the opportunity to visit classrooms with small groups of peers or whole classes. Children meet their new teachers and have the opportunity to get to know them. Children also have the chance to visit their new playground and have the chance to play there with friends.

### New to Nursery or Reception

All parents are invited to an induction meeting where transition processes are explained to them, and they have the opportunity to meet teachers and staff as well as see the setting.

Families then receive a home visit from staff in order to support the child's transition. During the induction process, information forms are completed with the families. Staff follow the home visit procedures. All children have a staggered start which is organised and timetabled by individual schools. A personalised transition may be needed

for children with SEND at the discretion of the SENCo and SLT working alongside parents. The aim of this is to support the children to settle into school while also working hard to ensure parents not impacted negatively e.g. work commitments. Staggered starts do not take longer than necessary./

### **Additional resources**

Home visit policy

Home visit Risk Assessment

## **Early Years Home Visit Procedures**

### **Aim**

PHMAT ensures that all new starters receive the best start to their education and one home visit is completed for all new children entering EYFS.

### **How**

Home visits are agreed with school and parents around home visit date and time that is convenient for both parties. Parents are supported to understand the importance of home visits to gather key information, understand the needs of the child in order to transition successfully into school

Induction Procedures which may include:

- Completing key information form
- Signing key documents – i.e GDPR consent forms etc.
- Meet being key adults from school who will be supporting the child
- Building relationships with the family

### **Safeguarding staff**

Where staff members conduct home visits, the following health and safety considerations apply:

- Prior to a home visit staff will follow the risk assessment that is specific to the visits being undertaken.
- A minimum of two Members of staff always complete home visits – usually the teacher and one other member of staff i.e. SENCo, Wellbeing leader. Early Years Leader etc.
- Once staff arrive at the address, they must inform the agreed contact person they have arrived and again when they leave. The risk assessment should be followed in an emergency situation.
- Each home visit is recorded on a central document which details the name and address of the family being visited, and timings for the daily visit prior to the visit taking place. A copy of this document is retained by the school office.
- Staff alert an agreed contact person in the setting when they are leaving to do the home visit and advise on their expected time of return.
- If there is any reason for staff to feel concerned about entering premises, they do not do so, for example, if a parent appears intoxicated or aggressive.
- All members of staff carry a mobile phone when going out on a home visit.
- If staff do not return from the home visit at the designated time or contacts the designated person they have completed one visit and are going to the next the contact person attempts to phone them and continues to do so until they make contact. Emergency procedures are followed if there is concern over wellbeing.
- If no contact is made after a reasonable amount of time has passed, the contact person will escalate the situation.
- Staff identify an emergency word/phrase, which is made known to both staff on the visit setting, so that if they feel extremely threatened or in danger on a home visit they can covertly alert the other member of staff and attempt to remove themselves from the situation. The staff on the home visit will inform their SLT of the situation and a decision will be made as to the appropriate next steps. (For example; the involvement of other services- the police etc...)

### **Safeguarding families**

- Concerns are reported directly to DSL where children are new and recorded on CPOMs. PHMAT safeguarding policies and procedures are followed throughout the visit.
- All new children receive a home visit in Reception regardless of starting points.
- All Nursery children receive a home visit regardless of starting points.

- Staff exercise additional vigilance when in the home looking out for. A number of factors are considered some of which include:
  - Cleanliness and hygiene
  - Sleeping arrangements
  - Adequate heat
  - Appropriate supervision
  - Carer and child relationships
  - People within the home
  - Home security
  - Adequacy of resources – i.e. do children have toys? Are they being fed in a high chair? etc.

Any concerns are reported upon return. Appropriate follow up action is taken.

## EYFS Environment

### Aim

The learning environment plays a key role in child development. An engaging and stimulating environment which does not contribute to sensory 'overload' or over-stimulation is maintained in EYFS throughout the year. Enabling environments are maintained and in place to ensure that children are able to access and thus aid progression in key areas of learning as identified through gap analysis. Displays and the environment are always purposeful. A neutral theme runs through EYFS ensuring the environment remains gender neutral and therefore appealing to all children. Indoor space is carefully planned and is flexible to accommodate children's changing interests and needs. Resources are high quality. Chosen resources are accessible to children. Resources are often open ended and stimulate imagination they can be used in a number of ways. Each school has a stimulating learning environment where children feel confident and secure and challenged.

*"The physical environment has a significant influence on learning. It gives children clear messages about how we value them and how we value learning,"* (Excellence and Enjoyment DfES 2004). The physical environment should encourage the children's sense of:

**Belonging** - reflects interests, culture and community

**Learning** - models learning processes and strategies, supports in the application of skills, provides questions and prompts that encourage and extend thinking, for children and adults alike

**Achieving** - demonstrates outcomes/achievement, involves pupil reflection, strengthens self esteem

### How?

- 'Enabling environments' are designed to address children's needs and ensure that children are able to access resources independently.
  - AfL: Staff identify the learning needs of children. They then create appropriate environments and displays for children which support learning and enable progression. This environment is well planned planning of the learning environment indoors and outdoors which is differentiated to meet the differing abilities of the children.
  - Resources: Staff regularly update displays and the learning environment based on the needs of children. If resources are required, staff make requests and follow PHMAT order processes.
  - The Learning Walls are used on a daily basis.
- Class information boards contain planning, timetables and key class information so that they are accessible to staff, supply staff and visitors in line with GDPR.

The children have daily access to an indoor and outdoor environment which is set up in learning spaces of continuous provision for all seven areas of learning.

Effective learning builds and extends upon prior learning and follows children's interests.

Effective planning is informed by ongoing AFL of the children to ensure that their current interests and experiences, ages and stages and abilities are met and that children have appropriate challenge to achieve their full potential.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Guided learning is built into the environment and appropriate spaces are designated to this.

The long, medium and short term planning is displayed on Learning Walls within each of the Early Years classrooms.

Washing lines are solely used for learning and to aid children's learning and progression. Hanging resources are kept to a minimum to ensure that boards can be clearly viewed.

Displays are kept within boards wherever possible.

## EYFS Assessment

### Assessment in Reception

Children commencing full time education in Reception take part in the National Reception Baseline Assessment during the first two weeks of attendance. There is no need for children to prepare for the baseline assessment, either in a pre-school setting, or at home, and in most cases pupils should not be aware that they are being assessed. This assessment runs alongside our usual good practise and internal baseline arrangements. RBA data is uploaded to Arbor. Class teachers enter baseline assessment for Arbor manually. Arbor is used to support tracking and understanding of children and their endpoints. Reception staff upload tracking on Arbor 3 times per year.

In the final term of the year staff complete an Early Years Profile for each child. Each child's level of development is assessed against the Early Learning Goals. Practitioners indicate whether the children are meeting the typical expected levels of development, or if they have not yet reached this. At PHMAT parents/carers and Year 1 teachers receive the Profile report with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.

### Assessment in Nursery

Assessment in Nursery takes place at 4 points. Baseline, 2 mid points and end of year in a similar way to that in Reception.

### Two-Year-Old Integrated Assessment

The Royal Wolverhampton Trust and Wolverhampton City Council have been piloting the integration of the Two Year Screening Assessment along with the development assessment completed by our Two-Year-Old Provision at Berrybrook Primary, Perry Hall Primary and all schools that provide care and education for Terrific for Two's children in the city. Staffordshire County Council schools are supported to complete Two Year Screening Assessments. Age two is a period of rapid growth, learning and development, and is a crucial time when a child's need for additional support becomes clear. By bringing together the existing health reviews and the early education review; more commonly known as the Two Year Progress Check specific needs will be identified early and intervention provided for those children who need support, at an age where intervention can be more effective.

The Two-Year-old provision must gain written consent from parent/carer to share information with the integrated lead and the Health Visiting Service. The provision notifies the integrated lead of the Terrific for Two's children on a data form to be notified if there are any changes. The first part is completed by the family's Health Visitor using the Ages and Stages questionnaires (ASQ-3 and ASQ:SE). These reviews are evidence based and carried out by a Health Visitor in consultation with parents/carers and completed by the time the child is 28 months of age. The second; is the early education review which is called the Two Year Progress Check. This is carried out within six weeks of the child starting the provision and is completed by the child's Key Person. The Starting points observations which the key person carries out within the first six weeks is used to inform the Two Year Progress Check. This information is shared with parents/carers.

### Age Related expectations

We acknowledge that children develop at different rates and that this development can be sporadic at times for some children. However, for those children who do develop typically for their age in early years the following table demonstrating age related expectations of pupils within the early years phase:

	Baseline	End of T1	End of T2	End of T3	End of T4	End of T5
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Terrific for Twos (- 3)	0-3D	0-3D	0-3D	0-3S		
Nursery (- 2) 5 terms	3-4E	3-4D	3-4D	3-4D	3-4D/S	3-4S
Nursery (- 1) 3 terms	3-4E	3-4D	3-4D	3-4S		
Reception – (0)	Reception E	Reception D	Reception S	ELG		

This information allows us to monitor children's development and supports us to make an early identification of children who may be at risk of delay and therefore requiring us to act swiftly in order to reduce this risk.

## EYFS Inclusion

### **The Unique Child**

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 positive praise and encouragement, as well as celebration assemblies to encourage children to develop a positive attitude to learning.

### **Inclusion/Special Educational Needs (SEN)**

All children and their families are valued in our schools. Children are treated as individuals and schools endeavour to ensure that all children have equal access to provisions available. All children are encouraged to achieve their personal best and planning is adapted and personalised (if appropriate) to meet the needs of all individuals and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity.

Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage. Along with parents/carers, relationships are developed with other professionals and outside agencies to further support identified children within our settings. With support and partnership working together, we aim to narrow the attainment gap and improve outcomes for the children.

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

- Observing our children's learning on a daily basis indoors and outdoors.
- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- The use of a wide range of teaching strategies based on children's learning needs (see the Characteristics of Effective Teaching and Learning Early Years Foundation Stage Statutory Curriculum 2021)
- 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.
- Monitoring children's progress and taking action to provide support as necessary.
- Taking into account each child's starting point, using our learning wall/planning cycle to identify next steps for individuals.
- Screening children's levels of well-being and involvement using the Leuven scales where necessary.



- Screening all children's speech and language using Wellcomm.

### Reduced timetables

Some children may require special arrangements or reduced timetables. This may be for a number of reasons. All reduced timetables are agreed with SLT and SENCO and reviewed on a weekly basis with parents involved at a teach stage. The LA are notified as appropriate. Children will receive additional resources and activities to complete at home. Parents are supported to understand how to complete activities and encouraged to return any outcomes and share any learning taking place at home. Any reduced timetables are reported to executive principals by headteachers as well as local authority as appropriate.

### Additional Resources

SEND Code of Conduct  
EYFS Handbook

## Learning and Development

### Aim

All staff working with the children plan as a team using the Statutory Early Years Foundation Stage Curriculum and the non-statutory guidance in Development Matters. Teachers and Early Years Support staff provide the curriculum for all of our Early Years children from two to five years' old.

Practitioners working with our youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the four specific areas. The three **Prime areas** reflect the key skills and capacities all our children need to develop and learn effectively and become ready for school. The balance moves towards a more equal focus on all seven areas of learning as the children grow in confidence and ability within the three prime areas. Each area of learning and development is implemented through planned purposeful play and through a mix of adult led and child initiated activities.

There is an ongoing judgement made by practitioners about the balance between activities led by the children and activities led or guided by the adults. The Early Years team respond to the children's needs and interests, guiding and developing them through warm positive interactions.

As the children grow older and their development allows, the balance moves towards more activities led by the adults to help the children prepare for more formal learning, ready for Year 1.

There are seven areas of learning and development that shape the educational programme at Perry Hall Academy Trust. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. Educational programmes must involve activities and experiences for children, as follows: experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and reflect these in their practice.

### The Early Learning Goals

The level of progress children should be expected to have attained by the end of the Early Years Foundation Stage is defined by the **Early Learning Goals** in all seven areas of learning. Our assessment plays an important part in helping parent, carers, and practitioners to recognise children's progress,

understand their needs and plan activities and support. Ongoing assessment is an integral part of our learning and development process. Our practitioners observe the children to understand their level of achievement, interests and learning styles and then shape the learning experiences for each child reflecting the observations carried out. When interacting with the children, practitioners respond to their own daily observations about the children's progress and observations that the parents and carers share.

Key observations and photographs in learning are shared with parents and carers to inform them of the children's achievements and progress during their time in the Early Years. Schools record these moments either in books or on Dojo. The Early Years staff in the Two's Provision and Nursery Class record the children's Starting Points observations within the first two weeks of attendance. Staff regularly discuss their observations of all children and record an 'on entry' judgement.

## **Additional Resources**

### **EYFS Handbook**

## **Marking and Feedback on Learning**

### **Aim**

Giving children feedback on what they have done well and what they need to do to move on is essential. Feedback must be manageable, purposeful and motivational (Eliminating unnecessary workload around marking, March 2018).

Effective feedback, be it written or verbal, indicates in some way to the learner how well they have achieved the objective. It is important that children act on feedback quickly, and that the feedback given enables them to make the most appropriate next steps in learning. Teachers are trusted to provide feedback that impacts upon the outcomes and progress made by pupils. If progress is poor staff will be supported with providing effective feedback on learning.

Children may have the following books:

- Writing which includes all adult guided literacy tasks
- Phonics if appropriate to scheme which is used during Phonics lesson
- Magic Moments (or equivalent)
- Maths
- Reading Journal or home reading record

### **Marking**

Written feedback from adults is recorded in books using specific pen determined by schools. All guided outcomes are assessed and initialled by an adult. Dialogue and an explanation of activities can support assessment. Praise should be linked to learning and/or effort and not generic if written. Adults must model appropriate handwriting at all times.

Any set tasks should do one of the following:

### **Address misconceptions:**

- address a basic skill (such as: number formation, letter formation etc)
- address a misconception (adult modelling, child completing)
- address an error (checking/correcting an answer or identifying the part that is wrong)

### **Challenge learning:**

- embed learning (such as giving another example to be completed independently)
- stretch learning further (the next step in learning, proving/disproving etc.)
- allow the child to reflect/respond to their learning (e.g. sharing their opinions, thoughts and feelings about their learning)

### **Verbal feedback and time to act upon feedback**

The most effective tasks are done alongside an adult. Guided groups or 1:1 interactions are used as an opportunity for verbal feedback and are especially useful when they are all struggling with the same concept or skill. Time is built into each day - as soon as possible after the feedback has been given - for children to respond.

- Asking questions, promoting explanations and recording dialogue informs assessment further and is recorded where suitable without being overly time consuming.
- Explanations around guided, independent or adult directed are given. Stamps may be used.

### **Child Voice**

In order for children to become successful, independent learners they need to have access to their books and look back over their learning. Any child comments to be clearly labelled in books.

### **Carer Voice**

Parents and carers should have access to their child's books. These should be celebrated and sent home by the end of Autumn 1 once children have left Reception.

## **Parental Engagement**

### **Aim**

At Perry Hall Multi Academy Trust recognise that parent/carers are a child's first and can be their most enduring educators. We value the contribution they make and recognise the role that parents/carers play, and their future role in educating their children. We work hard to encourage parents and carers to contribute and play an active role in their child's learning and development particularly in the Early Years as we recognise the importance of building strong and enduring relationships at the very start of a child's journey through school. First perceptions are crucial to developing these relationships

### **How?**

#### **Reporting to parents**

Reporting to parents happens 3 times per year. Formal meetings for parents/carers three times a year at which the teacher and the parent discuss the child's progress. Parents/carers receive a report on their child's attainment, progress and characteristics of effective learning at the end of each school year.

#### **Parent voice**

'Wow moments' or equivalent which may be an online platform are used by all schools to build relationships with parents. Parents/carers are encouraged to contribute.

#### **Sharing learning**

Parents receive information about what their children will be learning each half term. Schools share this information via letter, text message or online platform.

#### **Home learning**

Each Nursery and Reception child received reading books that go home on at least a weekly basis. Children take home phonics books linked to their phonics reading band (reception) and a reading for pleasure book. All children have a reading record journal where parents and staff record reading sessions with children. Regular/on-going feedback to parents/carers, either verbally or written via homework/reading diaries.

Home learning is encouraged at an appropriate level. Parents are encouraged to complete activities and reading with their children. Teachers communicate regularly with parents about the level of tasks that should be completed depending on the age and development of their child.

### Celebrations

Parents and carers are encouraged to participate in celebrations by attending any performances or events. A range of activities throughout the year that encourages collaboration between child, school and parents/carers half termly play and stay sessions, topic related activities, class assemblies, sports day etc.

We recommend healthy or non-food alternatives for celebrations, such as fruit platters, storytelling, or sticker rewards, as promoted in the DfE Early Years Nutrition Guidance (2025), Section 4.5, page 27.

Food provision respects and reflects children's cultural, religious, and ethical dietary requirements. These are gathered at enrolment and reviewed with parents. Meals and snacks are adapted as required.

### Parent Workshops

Parents/carers are invited to attend informal meetings providing information about other areas of the curriculum, e.g. early reading, maths and phonics.

#### Actively Seeking Engagement

An 'open door' policy in every school encourages parents/carers to talk to their child's teacher regularly. This should be to celebrate successes, provide updates as well as discuss concerns. If parents are not forthcoming with information teachers and support staff actively seek engagement.



## Appendix 1 EYFS Risk Assessment

Checks completed daily. Additional risks monitored throughout they day. Schools amended to meet individual needs.

Assessment by:	SLT Approval:	Key dates	Codes
			D – Daily Check (see rota) O,G – Ongoing (all EYFS Staff as needed)
People at risk		Roles	Additional mitigation
Children, staff and visitors		Health and Safety Lead: Site Manager: EYFS Lead: Paediatric first aid:	First aiders: See staffing plan (highlighted in yellow)
	How can the hazards cause harm?	Normal Control Measures	Additional controls – Add as needed.
Security	Children absconding, leaving grounds unobserved, unsupervised contact with adults, abduction, assault and child protection issues.	<ul style="list-style-type: none"> <li>Children handed over from/ to parent or carer to school staff and registers completed at the start of each session (following SHP Register Protocols) Children only are handed over to known adult unless phone call and permission of parent given. (EYFS staff).</li> <li>Regular headcounts when children move between areas. (EYFS staff)</li> <li>Maintained, un-breached fencing (no holes or gaps). (Site Manager)</li> <li>Points of access onto the site minimised with clearly signed routes to the reception. (H&amp;S Lead)</li> <li>External perimeter gates locked during school day. (Site Manager)</li> <li>Internal EYFS gates closed on latch during school day and children supervised to ensure these are not opened. (EYFS staff)</li> <li><b>Mobile Phones are turned off and locked away at all times while the children are in EYFS. Parents required to turn off and put phones away during Stay and Learn .</b> (EYFS staff)</li> <li>All equipment purchased or loaned is checked to ensure it is safe and clean. Any unsafe equipment is disposed of or put out of use until repair. It is cleaned before use (EYFS staff)</li> <li>Layout of equipment to allow adults and children to move freely between activities following. (EYFS staff)</li> <li>Children are taught about the importance of clear floor space and dry floors. (EYFS staff)</li> <li>All equipment checked regularly for cleanliness, state of repair etc. Washing machines are used as and when required. (EYFS staff)</li> </ul>	<p>Alternative routes for visitors which bypass playing areas. (H&amp;S Lead)</p> <p>Nursery perimeter gate supervised when open for end of an AM or start of a PM session as per rota. (EYFS staff)</p> <p>See whole school RA for additional.</p>
Internal play equipment	Slips, Trips, Injury, Illness	<ul style="list-style-type: none"> <li>All glues, paints, plants etc. are non-toxic and checked prior to order. (EYFS staff)</li> <li>Supervision is constant during any play activity. Adults responsible for all children – not just 1:1 or their class (while in play activity) (EYFS staff)</li> <li>Children taught how to use play equipment correctly, including not moving equipment near to their mouths, ears or nose. (EYFS staff)</li> <li>Children taught how to carry equipment safely and put away. (EYFS staff)</li> </ul>	



		<ul style="list-style-type: none"><li>● Health and Safety briefing for all EYFS staff during their induction, and annual refresher training. (H&amp;S Lead)</li><li>● If water play is used Water play equipment is supervised with extra vigilance with restricted numbers depending on space. it is changed 2 times daily.(EYFS staff)</li><li>● Battery operated equipment is checked before use and action taken as required. i.e. broken torches disposed of. (EYFS staff)</li><li>● Sand is checked before children use. It covered at night and regularly cleared and changed.</li></ul>	
Classrooms	Slips, Trips, Injury, Illness and Safeguarding	<p><b>Classroom areas</b></p> <ul style="list-style-type: none"><li>● Layout of equipment allows adults and children to move freely between activities 10 in a room. (EYFS staff)</li><li>● Carpet secured and only in part of the classroom – any issues reported to the site manager immediately and logged via office (EYFS staff)</li><li>● Any spillages are cleaned up and dried <b>immediately</b> by any EYFS team member. (EYFS staff)</li><li>● Children and staff made aware of the danger (while being cleaned, dried). (EYFS staff)</li><li>● Children are taught to report safety issues to an adult. (EYFS staff)</li><li>● Children supervised at sink area (classrooms), outdoor tap and toilets monitored by all staff as appropriate. <b>Classroom furniture</b></li><li>● Some sharp corners on storage units. Furniture arranged to minimise risks and behaviour expectations for children inside are clear. Staff are vigilant and tackle unsafe behaviour - with focus on respiratory health. (EYFS staff)</li><li>● Soft furnishings (e.g. cushion covers), tea towels and aprons are washed regularly (EYFS staff)</li></ul> <p><b>Art area</b></p> <ul style="list-style-type: none"><li>● Equipment arranged for easy access. Paint and glue is non-toxic and equipment is monitored and replenished daily. (EYFS staff)</li><li>● Behaviour expectations are clear for children working in this area. (EYFS staff)</li></ul> <p><b>Reading and Role-play area .</b></p> <ul style="list-style-type: none"><li>● Behaviour expectations for children are clear. (EYFS staff)</li><li>● Area is maintained and there are not too many soft items to avoid injury. (EYFS staff)</li><li>● Children are taught to remain visible (EYFS staff)</li><li>● Damaged books are removed (and repaired where possible). (EYFS staff)</li><li>● Fairy lights to be checked with by site manager/ H&amp;S leader before use (PAT Tested as appropriate)</li></ul> <p><b>Computers</b></p> <ul style="list-style-type: none"><li>● Computers if in use are monitored by all staff. Any issues are reported to the Network manager immediately (EYFS staff) <a href="mailto:helpdesk@gbshp.org">helpdesk@gbshp.org</a></li><li>● Children taught correct behaviour expectations for using the computers and only set EYFS programmes are used (CBeebies games, Education City etc). (EYFS staff)</li><li>● No food or drink is consumed while at computers and children are taught how to use and care for equipment appropriately. (EYFS staff)</li></ul> <p><b>Snack table</b></p> <ul style="list-style-type: none"><li>● Handwashing is explicitly taught.</li><li>● Milk is stored in the kitchen area in the fridge. Fruit is delivered daily and sent home with children if not eaten. Children should be supervised while eating and taught to sit down to eat. (EYFS staff)</li><li>● Children are taught to sit on chairs appropriately and staff remain vigilant when not and address behaviour.</li></ul> <p><b>Exploration areas</b></p> <ul style="list-style-type: none"><li>● Indoor foliage checked for insects and labels clearly checked before brought into setting to ensure they are non-toxic.</li><li>● Exploratory materials i.e. logs, rocks, shells etc checked before coming in.</li><li>● Bark and soil to be checked regularly for unsafe items. Children taught the importance of staying safe.</li><li>● Separate Risk Assessments in place for specific items i.e. fish etc.</li></ul>	





Shared areas	<i>Slips, Trips, Injury, Illness</i>	<b>Shared EYFS areas – Sinks, toilet, surfaces etc.</b> <ul style="list-style-type: none"><li>• Spillages are cleared and dried immediately (EYFS Staff)</li><li>• Children's toileting accidents are cleared immediately using body fluid spillage kits. Children changed as needed (spare clothes available and washed regularly). Parents informed. (EYFS Staff)</li><li>• Toilet area is checked by EYFS staff regularly and mops provided used to clear spillages. Children taught to report issues. (EYFS Staff) Staff clean as they go and cleaning materials are provided. Staff are responsible for maintaining good hygiene and informing site manager when materials need replenishing.</li><li>• All surfaces are cleared throughout the day so that they can be sprayed and cleaned daily. Surface spray available for staff to use during the day as needed (are locked away when not being used by adults). (EYFS Staff)</li><li>• Adult and child sink area to remain clear and tidy any cleaning products used are locked away straight after use. (EYFS Staff)</li></ul>	Staff are responsible for maintaining good hygiene and informing site manager when materials need replenishing.
Electrical	<i>Electrocution caused by broken sockets, equipment. Injury due to broken equipment. Sharp edges and damaged cables</i>	<ul style="list-style-type: none"><li>• Staff ensure all sockets are in a safe condition, reporting any unsafe sockets to the site manager immediately</li><li>• Staff ensure those sockets are not used by anyone in EYFS until the issue has been resolved by the site manager – (Site Manager)</li><li>• Remove any faulty electrical devices from the unit (and replace if necessary). (Site Manager JE and EYFS Staff)</li><li>• Sockets covers used on all child-height sockets if needed. (EYFS Staff)</li><li>• New electrical equipment is checked and routine PAT testing is in place. (Site Manager JE)</li><li>• Children are taught the importance of health and safety around this equipment and encouraged to report problems to an adult. (EYFS Staff)</li></ul>	
Kitchen Area	<i>Children getting stuck in the kitchen, trapped fingers, children having access to washing powder, staff belongings etc. Hot water and washing machine.</i>	<ul style="list-style-type: none"><li>• Staff always close door fully behind them at all times. (EYFS Staff)</li><li>• All potentially hazardous items kept away from children - washing powder, chemicals first aid equipment, and personal belongings locked away and out of reach of children. (EYFS Staff)</li><li>• Area is kept clear of boxes, resources, spillages and personal belongings. (EYFS Staff)</li><li>• Kettle and any access to hot water is limited to adults only by pushing kettle to the back of the work surface, ensuring the kettle is turned off. (EYFS Staff)</li><li>• Sharp cutlery is not left out on the surface. (EYFS Staff)</li><li>• Children are taught that this area is out of bounds. (EYFS Staff)</li><li>• Fridge to be checked regularly for out of date food and to be disposed of appropriately. (EYFS Staff)</li></ul>	
Play equipment	<i>Slips, trips, falls, injury. Ingestion, illness outbreak.</i>	<ul style="list-style-type: none"><li>• All equipment purchased or loaned is checked to ensure safety. Disposed of accordingly if not. (EYFS)</li><li>• Layout of equipment allows adult and children to move freely between activities. (EYFS Staff)</li><li>• All equipment checked regularly for cleanliness, state of repair etc. Equipment is disposed of or cleaned as appropriate. (EYFS Staff)</li><li>• Supervision is constant during any play activity. Staff responsible for ensuring supervision. (EYFS Staff)</li><li>• Staff remain vigilant and deal with/ report issues accordingly. (EYFS Staff)</li><li>• Children taught how to use play equipment correctly (e.g. one child per bike, one rope per child, space to use equipment).</li><li>• Adults position themselves to have a full view of the whole outdoor area. (EYFS Staff)</li><li>• Adult ratios are a minimum of 1:13 in Nursery with a level 6, 1:8 other and 1:30 in Reception with a teacher (depending on the activity these may be higher). (EYFS Staff and EYFS Leader and School Leadership Team)</li><li>• Staff identify blind spots due to walls, trees, bushes, play equipment, etc. and eliminate, reduce problem by cutting back, down hedging etc. Teach children the importance of remaining in sight of adults. (Site Manager and EYFS staff)</li><li>• Small items are limited and use is supervised (EYFS Staff)</li></ul>	



Sandpit	<i>Slips, trips, falls, minor injury, sand in eyes, face etc. Slips, trips. Contamination of sand</i>	<ul style="list-style-type: none"><li>● Sandpit checked for unsafe items before play and covered after use. (EYFS Staff)</li><li>● Sand and soil is removed from the pit and replenished with new sand once every half term or as often as required depending on state of sand. (EYFS Staff)</li><li>● The sandpit is sprayed with anti-bacterial spray and dried before putting any new sand. (EYFS Staff)</li><li>● Appropriate sand is used and checked. (EYFS Staff)</li><li>● Behaviour expectations are clear for all children. (EYFS Staff)</li><li>● Activities supervised at all times. (EYFS Staff)</li></ul>	
Slide, Climbing apparatus	<i>Slips, trips, falls: fall from height, friction heat burns from metal slide, splinters, minor and major injury</i>	<ul style="list-style-type: none"><li>● Restrict and control numbers on apparatus at one time (8:1 on slide, 4:1 on bench), depending on activity planned. (EYFS Staff)</li><li>● Supervision of use in place at all times. (EYFS Staff)</li><li>● Apparatus not are used when wet and slippery. (EYFS Staff)</li><li>● Clear rules about appropriate behaviour (for example not to push others off the equipment). (EYFS Staff)</li><li>● Children wear appropriate footwear and parents informed if not. (EYFS Staff)</li><li>● Rubber crumb surfaces are used under equipment to minimise risk of harm.</li><li>● Weather is considered (such as sunny, warm day) as this can cause the slides become quite hot. (EYFS Staff)</li><li>● Adequate space is left at the end of the slide in order to ensure safety – minimum 1.4m. (EYFS Staff)</li><li>● Children are taught how to mount and dismount safely. (EYFS Staff)</li><li>● Equipment are well maintained. Any damage reported and dealt with equipment checked for splinters and loose screws. (EYFS Staff)</li></ul>	
Water Play	<i>Slips, ingestion of water (illness) Drowning, Water borne diseases</i>	<ul style="list-style-type: none"><li>● Restricted numbers of children playing with water to 8 maximum. (EYFS Staff)</li><li>● Children taught to use water play appropriately – behaviour expectations are clear. (EYFS Staff)</li><li>● Shallow containers are used with minimum water. (EYFS Staff)</li><li>● Children supervised at all times. (EYFS Staff)</li><li>● Water flows and drains away so there is no standing water. (EYFS Staff)</li><li>● Adult ratios checked daily before water play is used with children to ensure appropriate levels of supervision. (EYFS Staff)</li><li>● Water in the water tray is emptied and replenished daily or more as required. (EYFS Staff)</li><li>● Trays, water containers and water toys are cleaned appropriately minimum once per half term. (EYFS Staff)</li></ul>	



Mud Kitchen, grassy, banked area, forest area, hard surfaces, steps and steep slopes	<i>Ingestion of soil, soil entering eyes, sharp objects (such as stones) causing cuts, slips trips and falls, sharp tools, rockery (slippery stones)</i>	<ul style="list-style-type: none"><li>● <b>Play areas are well maintained.</b> Any areas which become unsuitable are coned off and placed out of bounds until repairs can be undertaken. Report any issues or damage to _____</li><li>● Area periodically checked throughout the day. (EYFS Staff, EYFS Lead)</li><li>● Games not are played on steps. (EYFS Staff )</li><li>● Hard, flat areas are gritted if icy. (Site Manager JE)</li><li>● Children have appropriate footwear when playing, learning in these spaces. (EYFS staff)</li><li>● Children taught to show adults any sharp objects that they have found. Adults to remove these immediately and sight manager informed. (EYFS staff and Site Manager JE) .</li><li>● Children taught the importance of safety and safe behaviour in these areas. (EYFS staff)</li></ul>	
Fighting,  Rough games,	<i>Injury from collision, punch, fall associated behaviours and issues linked behaviour policy.</i>	<ul style="list-style-type: none"><li>● All staff aware of appropriate behaviour expectations and refer to behaviour policies and stages. (EYFS staff)</li><li>● Prohibit inappropriate games and intervene as appropriate, Behaviour policy is followed. (EYFS staff)</li><li>● Redirect children to a more appropriate game. (EYFS staff)</li><li>● Follow school's behaviour policy at all times. Seek advice and log behaviour as appropriate. (EYFS staff)</li><li>● <b>Children are taught about personal space and the importance of this.</b></li></ul>	
Wooden Pillars, Canopy	<i>Bumps, bruises, minor injury, splinters, falling (injury from climbing)</i>	<ul style="list-style-type: none"><li>● Behaviour expectations are clear for all children and staff; outdoor play is fully supervised. (EYFS staff)</li><li>● Staff to monitor pillars and canopies, reporting any issues to the site manager immediately. (EYFS staff)</li><li>● Any canopy is taken down during winter months (Site Manager JE).</li></ul>	
Creative play	<i>Reaction if chemicals come into contact with skin, eyes or ingested. Harboured bacteria.</i>	<ul style="list-style-type: none"><li>● Any liquids (such as shampoo, bubble bath, washing up liquid) is checked by the site manager and added to the COSHH before being used for any play activities. (EYFS Staff and Site Manager)</li><li>● Behaviour expectations are clear and modelled by staff at all times. Children taught to keep anything inedible away from orifices. (EYFS staff)</li><li>● Children are supervised at all times. (EYFS staff)</li><li>● Children wash hands after use. (EYFS staff)</li><li>● Liquids hazardous to health are stored securely in the Cleaners Cupboard (Reception) and the Nursery Kitchenette cupboards which are out of reach of children and only accessed by designated staff.</li></ul>	
Malleable	<i>infection control</i>	<ul style="list-style-type: none"><li>● Playdough and malleable is cleaned daily.</li><li>● Good hygiene is taught to children</li><li>● Children are taught good health and safety</li><li>● Playdough and other malleable material is changed at least weekly. It is refrigerated over night.</li><li>● Only non toxic resources are used. All allergies are checked before malleable material is made/ used.</li></ul>	
Weather	<i>Bumps, bruises, minor injury from slips or falls  Sunstroke, sunburn, dehydration</i>	<ul style="list-style-type: none"><li>● Suitable outdoor clothing (sunhats, wet weather wear) are worn. (EYFS staff)</li><li>● Sunscreen is applied by parents where applicable. (EYFS staff)</li><li>● Regular reminders to parents re: actions due to weather are given by staff (either face-to-face discussion, letter or text message). (EYFS Leader and EYFS staff)</li><li>● Staff to monitor shade sails, especially in strong winds. (EYFS Leader and EYFS staff)</li></ul>	



Inadequate response to accidents	Serious injury	<ul style="list-style-type: none"><li>• Adequate numbers of supervision to account for emergency situations. Ratios in place. (EYFS Leader and EYFS staff)</li><li>• First aid kits located in Reception and Nursery and are replenished regularly. (EYFS staff)</li><li>• Trained first aiders present on the site and available at all times, including first aid trained staff poster in Reception and Nursery.</li><li>• Staff who do not have first aid training are aware of the action they should take in the event of an injury and what not to do. (EYFS leader, EYFS staff and H&amp;S Leader FW)</li></ul>	Any staff member to wear appropriate PPE when dealing with First Aid /toileting.
Food and Drink	Food poisoning, burns, allergies	<ul style="list-style-type: none"><li>• All food and drink is stored appropriately. (EYFS staff)</li><li>• Adults do not carry hot drinks through play area(s). All warm drinks are stored in lidded heatproof travel mugs. (EYFS staff)</li><li>• Temperature of fridge is monitored, issues raised logged and dealt with. (EYFS Staff and Site Manager JE)</li><li>• Allergy checks made before any food tasting occurs or before sending out any food from home. packets and labels are checked. Food is given at home time to enable parents to make the choice about what children do or do not consume. Children in Reception with allergic reactions to wear appropriate lanyards. (EYFS Leader and EYFS Staff)</li><li>• Hand washing is taught and enforced before children eat. (EYFS staff)</li><li>• Food sharing discouraged and children taught the importance of only eating their own food. (EYFS staff)</li></ul>	



Outbreak of illness	Illness, viral and bacterial infections, skin infections and parasites.	<ul style="list-style-type: none"><li>• Staff share concerns around potential illness outbreak and actions taken as appropriate</li><li>• Staff ALWAYS encourage and model good hand washing skills to limit the spread of germs Children are taught good hygiene and to maintain personal space from each other and staff.</li><li>• Staff socially distance wherever possible and wear face covering where they cannot.</li><li>• Visual wellbeing checks are completed on children upon entering. Staff ask parents about possible illness and check they are fit to be in school.</li><li>• Everyone's hands are sanitised/ washed on arrival.</li><li>• Staff toilet cleaning takes place after each use. Additional equipment or clothing is not stored in the staff toilet. One sealed unit of drawers to remain.</li><li>• Additional equipment must not be stored in the staff toilet - all surfaces must be wipeable.</li><li>• Shared touch points are cleaned before and after each use.</li><li>• Desks are side facing.</li><li>• All bins are lidded.</li><li>• Basic first aid is available in each classroom.</li><li>• Staff have personal pre-checked hands sanitizers which they carry and use regularly. (EYFS staff)</li><li>• Soft furnishings are kept to a minimum and only essential soft furnishings remain.</li><li>• Ensure all toys, role-play clothes and soft furnishings are washed/cleaned after use.</li><li>• Public Health England guidance relating to specific illness or disease to minimise infection is followed and information distributed appropriately. (H&amp;S Lead ON and EYFS Lead).</li><li>• If a child shows signs of infectious illness they are isolated then sent home as soon as possible. Operational Lead (SLT) are informed. Staff share concerns with EYFS Lead and H&amp;S Lead.</li><li>• Books and toys are on rotation and resources are washed daily.</li><li>• Children in different classes use different toilets.</li><li>• Staff kitchen surfaces remain completely clear. Staff cups are returned to bubbles and not left on the drainer.</li><li>• Staff wear a face covering when leaving their bubble</li><li>• Only 1 member of staff enters the kitchenette at any one time.</li><li>• Touch points in the resource cupboard are wiped</li><li>• Reduced resources are available to limit the potential spread</li><li>• In case of toileting accidents children are encouraged to change themselves with guidance.</li><li>• If children need support full PPE is worn and consent is given from parents for those who still need regular support. This takes place in a safe space.</li><li>• <b>Staff report potential illness outbreaks and remain vigilant</b></li></ul>	
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**Any additional activities completed to be separately risk assessed. EYFS staff are responsible for creating their own risk assessments for activities and getting them checked by Health and Safety lead.**



## Appendix 2 EYFS Risk Assessment Sign Off

Area (Tick once checked and safe)	Week	Mon	Tue	Wed	Thu	Fri	Comment and action if required
Internal equipment and classrooms (Refer to RA as required)	1						
	2						
	3						
	4						
	5						
	6						
	7						
External equipment and playground (Refer to RA as required)	1						
	2						
	3						
	4						
	5						
	6						
	7						
Snack and food areas (Refer to RA as required)	1						
	2						
	3						
	4						
	5						
	6						
	7						
Toilets and shared areas (Refer to RA as required)	1						
	2						
	3						
	4						
	5						
	6						
	7						





## Appendix 3 Home Visit Risk Assessment

<b>Risk Assessment for Induction Home visits</b>				
<b>Group/Class:</b>	<b>Venue/Purpose:</b>			<b>Date:</b>
	Home visits to support parents and children entering school			
<b>Organisers:</b>	<b>Leader:</b>			2 members of staff
Identifying Significant Hazards  (Assessing the Risk)	1 – 5*  (Rating the Risk)		Control Measures  (Reducing the Risk)	Persons Responsible
	Likelihood	Severity		
<b>Unexpected hazards</b>			Visit Leader to continuously monitor risks and put in new controls in place as needed e.g. this may include, but is not limited to, stopping a visit, asking a ‘host’ to change the way they are participating in an activity, amending the itinerary as required. All new controls will be shared with other adults as needed. A working mobile phone is carried by lead adults and used to contact school or emergency services if required. This should be used for emergencies and parents/ carers are not contacted in this way. This contact number is left with SLT before leaving school.	All staff
<b>Travel</b>  Around the community – to specified children’s homes.  Travel to and from location –car/walking.  Accident/ breakdown <b>Public</b> - Maintaining contact	1          3	2          1	Driver / leader to plan route beforehand and follow preparation guidelines in line with home visit procedure policy. A list of addresses and destinations is left with SLT and the front office. The journey is restricted to direct locations. No diversions. Contact school in case of delay/ traffic- Accompanying adult. School have estimated time of arrival. Drivers agreed in advance with SLT where required. Leader to decide whether to adapt route or return to school if original route cannot be accessed. Staff to ensure full adherence to highway code at all times and make appropriate judgments. Appropriate vehicle insurance in place. PHMAT Dfe Risk protection agreement In case of accident or emergency contact school immediately, in case of emergency call 999. Ensure adults safeguard children- adults to be aware of stranger danger. Expected return/ contact time to be agreed with SLT/ Operational lead. SLT/ Operational Lead to call staff if no contact has been received when expected	All staff



<b>Within home</b>				
Health and safety	1	1	Refer to Health and safety guidance outlined in home visit procedures policy attached. First aid kit to be taken. Staff to use judgment to determine if the home is safe to enter. If staff have concerns and do not wish to enter home they do not enter. This is shared with SLT and Safeguarding procedures are followed. The DSL will then decide on an appropriate course of action.	All staff
Violence and aggression	1	3		
<b>Illness</b>	1	1	All staff informed of others with medical needs. Individual Staff Health Risk assessments are considered before staff complete any home visits. Ambulance called if critical. School informed. All staff informed of staff with medical needs. Ambulance called. School informed.	All Staff.
staff falling ill				
Unexpected allergic reactions	1	2		All Staff

#### Alternative Plans:

In the event of Leader being incapacitated or unavailable for trip, another trip leader will be sourced. In the event of this happening during trip, member of event organising team will take charge and contact school. If weather is bad (e.g. snow fall) the visit will be re-organised for another day.

#### Emergency Home Based Contacts and Procedures:

Equipment: Mobile Phone, Emergency Contact Details

- Treat injured participant
- If emergency services required call immediately
- Telephone nominated school based contact (who will liaise with parents and LA if necessary)
- Team Leader to accompany any participant to hospital.
- Rest of party to remain with member of organising team until collected by deputy head teacher.

#### \*Risk/likelihood criteria

1 = Very unlikely/first aid injury or illness

2 = Unlikely/minor injury or illness

3 = Likely/3day injury or illness

4 = Very likely/major injury or illness

5 = Almost certain/fatality, disabling injury or illness

<b>Completed by:</b>		<b>Date:</b>	
<b>Signed:</b>		<b>Group Leaders:</b>	
<b>Approved By:</b>		<b>Date:</b>	



## Appendix 4 Sleep Log

Child's Name \_\_\_\_\_

Key adults \_\_\_\_\_

Date	Time fell asleep & room temp	Time child is checked and staff initials.					Time awoke	Phone call made/sleep times passed on to parents  Staff initials.
		Children to be checked every 10 minutes – change of position & room temp if occurred						

Parental agreement

Signed \_\_\_\_\_

Date \_\_\_\_\_



## Appendix 5 Internal Activities Risk Assessment Template

Assessment by:	SLT Approval:	Key dates	Codes
			D – Daily Check (see rota) O,G – Ongoing (all EYFS Staff as needed)
Those at risk		Roles	Additional mitigation
		Health and Safety Lead: Site Manager: EYFS Lead: Paediatric first aid:	First aiders: See staffing plan (highlighted in yellow)
	How can the hazards cause harm?	Normal Control Measures	Additional controls – Add as needed.

