

Education

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‘Early years foundation stage’ (EYFS) policy

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

At Longleaze Pre-school and Nursery we understand that children are born ready, able and eager to learn. They actively reach out to interact with other people, and the world around them. We acknowledge that development is not an automatic process, and that each unique child’s development depends on them having opportunities to interact in positive relationships and enabling environments.

We follow the Early Years Foundation Stage (EYFS) implementing statutory requirements as legislation and advice demands.

The EYFS sets the standards that we at Longleaze Pre-School and Nursery must meet to ensure that all children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

By following the EYFS we aim to provide;

- Quality and consistency, so that every child will make good progress,
- A secure foundation through learning and development opportunities which we will plan around the needs and interests of each individual child, and which are reviewed and assessed regularly.
- Partnership working between our practitioners and our parents / carers.
- Equality of opportunity and anti- discriminatory practice, ensuring that every child is included and supported.
- A commitment to promoting British Values (see British Values Policy) through our planning and administering of the EYFS.

At Longleaze Pre-School and Nursery we will follow the specific requirements for learning and development and for safeguarding children and promoting their welfare.

The **learning and development requirements** cover:

- The areas of learning and development which must shape activities and experiences for our children;
- The early learning goals that we will help our children work towards; and Assessment arrangements for measuring progress.

The **safeguarding and welfare requirements** cover the steps that we must take to keep our children safe and to promote their welfare (see [Safeguarding Policy](#))

The four themes of the EYFS will guide and shape our practice. These are:

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1. Every child is a unique child, who is constantly learning to be resilient, capable, confident and self-assured. Practitioners at Longleaze Pre-School and Nursery:
 - Will understand and observe each child's development and learning, assess progress and plan for their next steps.
 - They will support babies and children to develop a positive sense of their own identity and culture.
 - They will identify any need for additional support. ○ They will keep children safe. ○ And they will value and respect all children and families equally.

2. Children learn to be strong and independent through positive relationships. We believe that:
 - Positive relationships are warm and loving, and that they foster a sense of belonging,
 - That they are sensitive and responsive to the child's needs, feelings and interests,
 - That they are supportive of each child's own efforts and independence,
 - That they are consistent in setting clear boundaries,
 - That they are stimulating,
 - And that they are built on key person relationships.

3. Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents / carers.
 - We value all people, and value learning.
 - We offer stimulating resources relevant to our children's cultures and communities.
 - We offer rich learning opportunities through play and playful teaching. ○ And we offer support for our children to take risks and to explore.

4. Children develop and learn in different ways and at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities. We will:
 - Teach our children by ensuring challenging, playful opportunities across the prime and specific area of learning and development.

The areas of learning and development.

There are seven **areas of learning and development** that must shape educational programmes in early years settings, all areas are important and are interconnected. Three areas are particularly important for 'igniting' children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three **prime** areas are:

1. Communication and language
2. Physical development
3. Personal, social and emotional development.

We will also support children in four **specific** areas, through which the three prime areas are strengthened and applied. The specific areas are:

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1. Literacy
2. Mathematics
3. Understanding the world
4. Expressive arts and design.

At Longleaze Pre-School and Nursery we are committed to providing activities and experiences for children as follows;

- Communication and language development – children will experience a rich language environment, enabling them to develop their skills and confidence in expressing themselves, and to speak and listen in a range of situations.
- Physical development – offering opportunities for our children to be active and interactive, to develop their co-ordination, control and movement. We will promote the importance of physical activity, and making healthy choices in relation to food.
- Personal, social and emotional development – we will help children to develop a positive sense of themselves, and others. We will encourage them to form positive relationships and to develop respect for others, to develop social skills and to learn how to manage their feelings. We will support children in understanding appropriate behaviour in groups, and encourage them to have confidence in their own abilities.
- Literacy development – children will be encouraged to link sounds and letters and to begin to 'read' and 'write'. They will be given access to a wide range of reading materials to ignite their interest.
- Mathematics – children will be offered opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shape, spaces and measures.
- Understanding the world – we will support children in making sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- Expressive arts and design – we will enable and encourage children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

All practitioners will consider the individual needs, interests and stage of development for each child in their care. They will use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are;

- Playing and exploring – children investigate 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 (Statutory framework for the early years foundation stage: early adopter version)

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Practitioners working with our nursery children (2 year olds) will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills children need to develop and learn effectively, and become ready for school. As children grow in confidence in the three prime areas the balance will shift towards a more equal focus on all areas of learning.

If a child's progress in any prime area gives cause for concern, we will discuss this with the child's parents / carers and agree how to support the child. Practitioners will consider whether a child may have a special educational need or disability which requires specialist support. We will link with and support families to access relevant services from other agencies as appropriate.

For children whose home language is not English, we will provide opportunities for children to play and develop and use their home language in play and learning, supporting their language development at home. We will also ensure that children have sufficient opportunities to learn and reach a good standard of English language during the EYFS. When assessing communication, language and literacy skills, we will assess children's skills in English.

At Longleaze Pre-School and Nursery each area of learning and development will be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. We understand that play is essential for children's development, building their confidence as they learn to explore, think about problems and relate to others. Children learn by leading their own play and by taking part in play which is guided by adults. We will provide a good balance of child led / initiated activities and activities led or guided by adults. Practitioners will respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. In planning and guiding children's activities, practitioners will reflect on the different ways that children learn and reflect these in their practice.

Three characteristics of effective teaching and learning are:

1. Playing and Exploring (engagement);
 - Finding out and exploring - Showing curiosity about objects, events and people, using senses to explore the world around them, engaging in open-ended activity
 - Playing with what they know - Pretending objects are things from their experience, representing their experiences in play, taking on a role in their play, acting out experiences with other people
 - Being willing to 'have a go' - initiating activities, seeking challenge, showing a 'can do' attitude, taking a risk, engaging in new experiences, and learning by trial and error.

2. Active Learning (motivation);
 - Being involved and concentrating - maintaining focus on their activity for a period of time, showing high levels of energy, fascination, not easily distracted, paying attention to details
 - Keeping on trying - persisting with activity when challenges occur, showing a belief that more effort or a different approach will pay off, bouncing back after difficulties
 - Enjoying and achieving what they set out to do - showing satisfaction in meeting their own goals, being proud of how they accomplished something – not just the end result, enjoy meeting challenges for their own sake rather than external rewards or praise

3. Creating and Thinking Critically (thinking);

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- Having their own ideas - thinking of ideas, finding ways to solve problems, finding new ways to do things
- Making links - making links and noticing patterns in their experience, making predictions, testing their ideas, developing ideas of grouping, sequencing, cause and effect
- Choosing ways to do things - planning, making decisions about how to approach a task, solve a problem and reach a goal, checking how well their activities are going, changing strategy as needed, reviewing how well the approach worked.

At Longleaze Pre-School and Nursery each child will be assigned a key person (keyworker). Parents will be informed of their key person and their role when their child starts attending our setting. Every key person will ensure that each child's learning and care is tailored to meet their individual needs. (See Keyworker Policy)

Every child will have a learning journal, which their key person will be responsible for maintaining and sharing with parents. Learning Journals portray the child's learning journey during their time with us.

Assessment plays an important part in helping parents, carers and practitioners recognise children's progress, understand their needs, and to plan activities. On-going assessment – formative assessment is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievements, interests and learning styles, and then using this information to inform their planning, and learning experiences. Summative assessments will be written at the end of each school year, providing a transition report for children starting school or changing provider. A transition report will also be provided if a child leaves or moves setting at any time.

Progress Checks will be undertaken by each child's key person between the age of two and three. These are summative assessments, covering each child's development in the prime areas. This report will identify children's strengths, and also any areas where the child's progress is less than expected. If there are significant concerns, or an identified special educational need or disability, practitioners will develop a targeted plan to support the child's future learning and development involving other professionals.

At Longleaze Pre-School we understand that all children are individuals and that their development is unique to them.

We maintain our knowledge through training so that we are best placed to understand the different processes involved in babies and children's learning and development.

We encourage children to feel positive about their identity and their culture, to promote their self-esteem and help them develop a positive self-image.

Fundamental British Values are promoted throughout the setting, in particular through staff teaching of the EYFS, planning of activities and by giving children the choice over their own learning (topic).

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We respect and value every communication and interaction with every child in our care.

We understand that babies and children communicate in a variety of ways, and try to ensure that each communication is enjoyable and valued.

We demonstrate to our children that we value them, by ensuring that we include them in our planning and decision making. This inclusion ensures that our topics and activities are of interest and relevant to them, leading to the children being involved and absorbed in their learning and play.

We protect the children in our care by ensuring they are in a safe and secure environment, which is stimulating and challenging to all.

We maintain their safe keeping through the many policies and procedures which are regularly reviewed, by having regular health and safety checks and by our daily risk assessments.

We believe in the importance of giving children choices, encouraging their independence and giving them the skills necessary to be confident learners for life.

Our free-flow and free-choice ethos ensures children are continually making choices, whether to learn alone or with others or to participate in an adult led activity or child initiated play. We discuss and decide our rules and boundaries with the children. This ensures that they feel valued and respected and gives them a clear understanding of what is right and wrong.

We aim to find the best ways to care for, nurture and help develop each individual baby and child in our care.

We aim for all children and their families to feel a part of our setting, to make friends, have positive relationships with staff and their peers which are close warm and supportive.

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Anti-bullying /Peer on peer abuse policy

All children have a right to attend preschool and learn in a safe environment. All peer on peer abuse is unacceptable and will be taken seriously.

In addition, we have a zero-tolerance approach and will respond to all reports and concerns of child on child sexual violence and sexual harassment, including those that have happened outside of the school, and/or online.

Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys instigators of such abuse. Peer on peer abuse is not tolerated, passed off as “banter” or seen as “part of growing up”. The different forms of peer on peer abuse is likely to include, but not limited to:

- bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- ‘upskirting’ or any picture taken under a person’s clothing without their permission or them knowing to obtain sexual gratification or cause humiliation, distress or alarm.
- causing someone to engage in sexual activity without consent
- initiation/hazing type violence and rituals.
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting)
- sexual violence and sexual harassment between children, as defined by Sexual offences act 2003 which considers rape, assault by penetration and sexual assault, all types of sexual violence. Sexual violence and sexual harassment can be between two children, or a group of children and can occur online and offline.

Consequently, peer on peer abuse is dealt with as a safeguarding issue, recorded as such and not managed through the systems set out in the school behaviour policy.

Any pupil who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by peer on peer abuse, will be supported through the preschool’s pastoral system and the support will be regularly monitored and reviewed.

We will address inappropriate behaviour (even if it appears to be relatively innocuous) as this can be an important intervention that may help prevent problematic, abusive and/or violent behaviour in the future.

We acknowledge that even if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not being reported. Staff maintain an attitude of ‘it could happen here’ where safeguarding is concerned.

We minimise the risk of peer on peer abuse by providing:

- a relevant, effective curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to

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reflect changes in legislation, and the mandatory teaching of Relationship Education, Relationship and Sex Education and Health Education

- established/publicised systems for pupils to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously
- training to all staff so they understand that peer on peer abuse can happen and are trained to be alert to any behaviours that could cause concern
- a clear procedure for all staff to report all incidents as a safeguarding concern to the school D/DSL.

The DSL will follow local and national guidance when there has been a report of sexual violence and harassment between children. This will include liaising with other professionals to develop robust risk assessments and multi-agency safety planning with appropriate specialist targeted work for pupils who are identified as posing a potential risk to other children. This is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child's life.

The NSPCC has a dedicated helpline 0800 136 663 to provide children who are victims of sexual abuse in schools with appropriate support and advice. The helpline also provides support to parents and professionals.

Serious violence

We are committed to success in learning for all our pupils as one of the most powerful indicators in the prevention of youth crime.

Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our children develop the social and emotional skills they need to thrive.

Staff are trained to recognise both the early warning signs of contextual risks and that pupils may be vulnerable to exploitation and getting involved in gangs as well as indicators that a pupil is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

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Behaviour management policy

Children benefit most where adults adopt a consistent and positive approach to the management of their behaviour. By establishing clear boundaries according to the child's level of understanding, children become aware of the settings routines and procedures and know what is expected of them. At Longleaze Pre-school we recognise that children are learning to deal with a range of emotions and feelings and we will ensure that:-

- Rules governing the conduct of the group and the behaviour of the children are discussed and agreed within the pre-school and explained to all newcomers, both children and adults.
- We have a Behaviour Management Co-ordinator and this member of staff is responsible for ensuring consistency. They will also give the staff help and support when it is needed.
NAMED STAFF MEMBER: Claire James.
- All adults in the pre-school ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- All adults try to provide a positive role model for children with regard to friendliness, care and concern. Adults will not shout or raise their voice in a threatening way.
- Adults in the pre-school will praise and endorse desirable behaviour such as kindness and willingness to share and help others. We use praise, stickers and stars to reward a child and encourage positive behaviour.
- We take positive steps to avoid a situation in which children receive adult attention only in return for unreasonable behaviour, but this is not always possible when other children may be affected.
- In any case of misbehaviour, it is always made clear to the child that it is the behaviour that is unwelcome and not the child and why the behaviour is not welcome.
- In cases of serious misbehaviour, such as racial or views which are contradictory to British Values, the unacceptability of the behaviour and the attitudes will be made clear immediately, but by means of explanation rather than personal blame.
- Recurring problems will be tackled by the whole pre-school, in partnership with the child's parents, using objective observation records to establish an understanding of the cause.
- When children behave in unacceptable ways, physical punishment, such as smacking or shaking will NEVER be used or threatened. Children will never be sent out of the room by themselves, or with only one other adult.
- Techniques intended to single out and humiliate individual children such as a 'naughty chair' will not be used.
- Adults will be aware that some kinds of behaviour may rise from an individual child's special needs.

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When a situation of inappropriate or unwanted behaviour occurs, staff will follow the High/scope six steps of conflict resolution. This problem-solving approach to conflict is usually the most effective way to deal with conflict, disruptive behaviour, and other social problems in a preschool environment, (1996 High/scope Educational research Foundation). Six steps for Solving Problems and Resolving conflicts;

1. Approach calmly
2. Acknowledge feelings
3. Gather information
4. Restate the problem
5. Ask for solutions and choose one together (to support children resolving future conflict for themselves)
6. Be prepared to give follow up support

If the unwanted/ inappropriate behaviour is repeated then the adult will continue to follow these steps to resolve the situation.

If the behaviour persists then it may be appropriate for the child – when calm, to have some ‘thinking time’, supported by the adult (age and level of development appropriate).

Parents’ will be informed, and the event may need to be recorded in the incident folder.

Any behaviour issues will be discussed with the Behaviour Management Co-ordinator, and brought to the team’s attention at a Staff meeting. Strategies will be discussed to ensure consistency throughout the setting and that each child’s needs are being met.

Parents’ will be involved in any decisions, for example; new strategies, ABC observations (Antecedent {what happened just before the event} – Behaviour – Consequence), or seeking advice from outside agencies.

Behaviour Management Co-ordinator: Claire James

Intervention or physical restraint

If an occasion or incident arises where the need for intervention or physical restraint is required a form from the Incident Record Book will be completed, signed and dated by the member of staff who dealt with the incident, and any witnesses. This will then be countersigned by the parent or carer picking up the child and a photocopy of the form given to them detailing the incident.

Depending on the nature of the incident the parent may be contacted immediately to be informed of the circumstances of the incident. This will be determined at the time of the incident by the member(s) of staff involved and each case will be treated on its own merit.

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Outdoor play policy

We have three 'all weather play areas' situation on the pre-school site. This means the children can play outside all year round in all weather conditions. The areas are completely fenced in and there are locking gates at the entrance and exits.

In this are bikes, trikes, scooters, climbing frames, tunnels and balancing equipment and a wide range of outside toys can be used.

Outside risk assessments are carried out daily, ensuring gates are shut, there are no hazardous materials etc. During outside play our staff ratio will be maintained at all times.

Selecting equipment and toys policy

The equipment/toys in the Pre-school provide opportunities for children to develop new skills and concepts in the course of their play and exploration. The equipment we provide will:-

- Be appropriate to the age and stage of the child.
- Offer challenges to develop physical, social, personal, creative and intellectual skills.
- Feature positive images of people, both male and female, from a range of ethnic and cultural groups with and without disabilities.
- Include a range of materials that can be used in a variety of ways and encourage an open-ended approach to creativity and problem solving.
- Conform to British Safety Standards and be brought from bona fide suppliers. They will be for the sole use of the Pre-school.
- Enable children to develop individual potential and move towards the required learning goals.
- There is access to a telephone on the premises.
- Rooms will be maintained at an adequate temperature (65 degrees).
- There is adequate safe, dry storage space free from damp, infestation and contamination.
- Where provision has been made for special needs equipment this will be maintained to the same standard as all other equipment.
- Where equipment is no longer required positive efforts will be made to return or reallocate as appropriate.

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