

Golden Flatts Primary School  
Early Year Policy

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## 1. Statement of intent

At Golden Flatts Primary School, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's 'school readiness' and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

## 2. Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- Childcare Act 2006
- The Safeguarding Vulnerable Groups Act 2006
- The GDPR Data Protection Act 2018

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2015) 'The prevent duty'

This policy is intended to be used in conjunction with the following school policies:

- Early Years Foundation Stage (EYFS) Assessment Policy
- Early Years Supervision Policy
- Early Years Home Visits Policy
- Early Years Teaching and Learning Policy
- 2 Year Olds Policy
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policies
- Allegations of Abuse Against Staff Policy
- Drug and Alcohol Policy
- Whole-School Food Policy
- Equal Opportunities Policy
- Administering Medication Policy
- Health and Safety Policy
- Recruitment Policy
- Data Protection Policy
- Photography Policy
- Complaints Procedures Policy

### **3. Introduction**

At Golden Flatts Primary School, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. It is also important to view the EYFS as preparation for life and not simply preparation for the next stage of education. The EYFS for children is from birth to five years of age. All children begin school with different experiences and it is our role in the foundation stage to build upon these. This is done through a holistic approach to learning ensuring that parent and guardians, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in their charge.

### **4. Roles and responsibilities**

The Governing Body has the overall responsibility for ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the school's Child Protection and Safeguarding Policies and Photography Policy.

The Governing Body has the overall responsibility for ensuring there is a policy in place in the event of an allegation being made against a member of staff. These issues are addressed in the school's Allegations of Abuse Against Staff Policy.

The Governing Body has the overall responsibility for the implementation of this policy.

The Governing Body has overall responsibility for ensuring that this policy does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The Governing Body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The EYFS lead, in conjunction with the Executive Headteacher, has responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.

Staff, including teachers, support staff and volunteers, are responsible for remaining alert to any issues of concern in children.

## **5. Admissions**

Children enter Lower Foundation (Nursery) after their third birthday. Children enter Upper Foundation Stage (Reception) classes in September of the school year in which they are five. Places in Lower Foundation Stage are offered in accordance with the Golden Flatts school's admissions policy and Upper Foundation Stage places are offered in accordance with Hartlepool Local Authority.

## **6. Organisation of classes**

In Nursery we offer 26 part time places where children can access 15 hours per week. Children can attend each morning or each afternoon for 3 hours per session. The morning session is from 8:45 to 11:30 and the afternoon session is from 12:30-3:30. All children must be accompanied to and from school by a known adult.

Reception class has a maximum of thirty children. The school day begins at 8.55am and ends at 3.15pm. All children must be accompanied to and from school by a known adult.

## **7. The Induction Process**

### **Pre-Admission Visits**

#### **i. Nursery:**

The parents/carers will be encouraged to attend a pre-admission visit with their child; this is an opportunity for the family to begin to develop relationships with the team and for the child to become familiar with their new surroundings. It is an opportunity for staff to begin the child's learning journey and to gain vital information from parents/carers as they know their child best and can explain to staff the individual needs of their child. Next a home visit is arranged, then a further visit to Nursery with their child, where a start date and welcome pack will be given out. The child and parent will then visit nursery one more time before their start date where forms can be finalised whilst the child spends some time away from their parent/carer in the Nursery setting.

ii. Reception:

During the Summer Term prior to starting school the following September, a new starters meeting is conducted for all parents/carers and their children. Also parents/carers are invited to a transition morning where they will spend some time in the Reception environment and accompany their children for lunch.

## 8. Aims

Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

Four guiding principles shape our practice:

- 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, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents.
- Children develop and learn in different ways and at different rates.

To put these principles into practice, the school:

- Provides a balanced curriculum which takes children's different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents.
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Implements a key person approach to develop close relationships with children.
- Provides a safe and secure learning environment.

## 9. Learning and development

The EYFS curriculum is based on an observation of children's needs, interests and stages of development.

In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important.

- i. The 'prime' areas of learning and development are:
  - Communication and language
    - Listening and attention
    - Understanding
    - Speaking
  - Physical development
    - Moving and handling
    - Health and self-care
  - Personal, social and emotional development
    - Self-confidence and self-awareness
    - Managing feelings and behaviour
    - Making relationships
  
- ii. The 'specific' areas of learning and development are:
  - Literacy
    - Reading
    - Writing
  - Mathematics
    - Numbers
    - Space, shape and measure
  - Understanding the world
    - People and communities
    - The world
    - Technology
  - Expressive arts and design
    - Exploring and using media and materials
    - Being imaginative

Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

The EYFS lead will discuss any cause for concern in a child's progress, especially in the prime areas of learning, with the child's parents. A strategy of support will be agreed

upon and consideration will be taken as to whether the child may have a special educational need or disability which requires additional support.

The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if a child is found to not have a strong grasp on English, the EYFS lead will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.

Each area of learning and development will be implemented through a mix of adult-led and pupil-initiated activity.

The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.

Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:

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

Further information regarding learning and development are set out in the school's Early Years Teaching and Learning Policy.

Throughout the Early Years we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum. Teaching and learning will take place within the classroom and outside areas. Within these areas children will participate in a variety of activities, both with an adult and independently.

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are implicitly embedded in the Early Years Foundation Stage.

## **10. Enabling Environments**

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

The classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active or to be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and

resources independently. We have our own well-resourced outdoor area which is used throughout the year.

### **11. Play**

We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. Play can be enjoyed and challenging. When playing, children behave in different ways. Sometimes, their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals.

In a secure environment with effective adult support, children will be able to,

- Explore, develop and represent learning experiences that help them make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play.
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.
- Narrating children's play.
- Asking questions about children's play.

### **12. Planning, recording and assessment**

Topics are planned using the Golden Flatts curriculum which runs on a two year cycle, so that children will experience activities within each topic as they progress through the EY. However, although topics are often used as a starting point, planning is based around the children's interests which may alter in response to the needs of the children. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs.

Assessment in the EYFS takes the form of long, short and recorded observations and this involves the teacher and other adults as appropriate. These observations are recorded and used to inform parents, guardians and staff of the development of the children. The parents and guardians are given the opportunity to meet with the

Foundation Stage Team on a weekly basis and at parent's evenings. In the summer term we provide a written summary in relation to the children's early learning goals.

Every child has a learning journey which contains examples of their achievements and work throughout the year. Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate. Parents are encouraged to contribute to their child's learning journey by; adding things to the child's home learning book, completing 'a moment from home' sheet and recording their thoughts about the journals on the 'thank you sheets'.

### **13. Progression**

There are clear expectations for progression through the EY. Children working within the later phases of the Ages and stages work for longer periods on more formal adult led activities and work in larger groups. They are expected to play and learn with less adult support than that of the children working at the earlier stages. All pupils' individual abilities are taken into consideration and they are offered activities that are at an appropriate level to meet their developmental needs.

Therefore some younger pupils are provided with similar or the same activities as some older pupils to meet their needs and vice versa.

### **14. Home / School Links**

We recognise that parents and carers are a child's first and most enduring educators and we aim for the schools and parents and carers to work closely in the Foundation unit. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge. We will develop this working relationship between the school and parents and carers as follows:

- We will outline the school's expectations in a new starter meeting/transition morning (Reception) and home visit (Nursery).
- We will hold a parent consultation early in the year to establish how a child is settling into the school environment.
- We will publish a theme topic leaflet detailing the areas of learning and the overarching theme of the term or half-term.
- We will operate an "open door" policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- We will conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.
- We will conduct a further parent consultation in the Spring term to inform parents and carers formally of a child's results and overall progress.
- There will be weekly opportunities for parents and carers to visit the school to assist with the children's learning by joining them in the class.

## **15. Inclusion and Equal Opportunities**

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully; this is in line with the school's Special Needs and Disabilities (SEND) Policy. This includes children that are more able and those with specific learning difficulties and disabilities. Pupil passports will be used to identify targets in specific areas of learning for those children who require additional support. The school's SEND Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual.

During the school visit we will talk to the child and the parents about the child's ethnic, religious and cultural heritage and experiences at home. Staff will use this information when leaning and carrying out activities within the Foundation area to ensure that familiar experiences are used as starting points for learning.

When planning, setting up and altering the rooms, outdoor areas, displays and equipment, the staff will aim to create an environment that encourages a positive attitude to learning. This will include:

- Keeping the environment free from any discriminatory practice or stereotypical images
- Valuing the local community and environment as a source of learning opportunities
- Using displays, resources and equipment that reflect the community in which the children live as well as the wider world.
- A curriculum which provides activities to encourage children to respect their own cultural background and beliefs and those of other people. These will include:
  - Activities relating to a wide range of religious, ethnic and cultural festivals
  - Telling stories, listening to music and looking at pictures and videos from a range of cultures and religions
  - Role play activities that reflect a variety of cultures

We will ensure that all children are given support to participate in activities, experiences, visits and discussions and to make sure that all children are listened to carefully and with respect. We will carefully consider the need for equality of opportunity when planning activities and experiences. When necessary we will modify activities or provide additional equipment or materials to ensure children are not excluded.

## 16. Safeguarding and welfare

All necessary steps are taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the school's Child Protection and Safeguarding Policies, and all members of staff in the EYFS are required to read these policies as part of their induction training.

The DSL is **Mrs M. Newbury**. The deputy DSL is **Miss E. Bestford**. In line with school's policies, the DSL is responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL will undertake child protection training as required.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

Specific Safeguarding Issues:

i. **Mobile phones and devices**

For the purposes of this policy, the term 'mobile phone' refers to any electronic device that can be used to take images or record videos, including tablets. Photography policies and procedures are addressed in full in our Photography Policy.

ii. **Use of mobile phones by staff members**

Staff members must not use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones should be safely stored and in silent mode whilst children are present. Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when children are present. Mobile phones must not be used to take images or videos at any time during trips. Staff who do not adhere to this policy will face disciplinary action. Staff may use their professional judgement in emergencies. Staff must report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policies and the Allegations of Abuse Against Staff Policy.

iii. **Use of mobile phones by parents, visitors and contractors**

Posters are used around the school to indicate that it's a mobile free zone. Parents, visitors and contractors are not permitted to take photographs or record videos without prior permission. Parents may take photographs and videos only containing their own child during school events. Parents may take group photographs at school events but only with the informed consent of the parents of the children involved. The school strongly advises against the publication of any photographs or videos taken at the school or school events

on social media. Staff must report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policies.

iv. **Use of the school's mobile phones and cameras**

Staff are provided with a school device to ensure that only school devices are used to take photographs and videos. School devices must have passcode protection. School devices must only be used for work related matters. School devices must only be used to take photographs in the presence of another staff member and only with the consent of the child's parent. Staff must not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps are used to record observations relating to child protection concerns – these can be acquired from the DSL. School devices must not be taken off school premises without prior written permission from the Headteacher. Where staff members have concerns over material on a school device, they must report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policies.

v. **Intimate Care**

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. No intimate care is to be given without the express permission of the parent or guardian of that child and all parents and guardians will be asked to provide that permission when their child joins the Foundation Stage.

vi. **First Aid**

In school there are always trained members of staff who volunteer to oversee first aid. There are a number of first aid kits situated around school. When a child is poorly, or has suffered an accident in school or on the playground there is a protocol for staff to follow:

- A trained first aider is consulted
- The incident is logged in the accident book and a letter issued to the child
- For head injuries a phone call home is used to inform parents
- If there is any doubt at all a parent/guardian is contacted.  
(if an ambulance is required it will be phoned first and then the parent/guardian will be contacted)

### **17. Health and safety**

A first-aid box is located in the Reception classroom and Nursery. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The school's Administering Medication Policy outlines the procedures for administering medicines.

The EY teacher will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents. Accidents and injuries will be recorded in an accident book, located in the school office.

The Head of School will report any serious accident, illness, injury, or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.

The school has a Fire Evacuation Plan in place.

Any food or drink provided to children is healthy, balanced and nutritious as outlined in the Whole-School Food Policy. The Head of School will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded. Fresh drinking water is available at all times.

Smoking is not permitted on the school premises.

The Health and Safety Policy outlines the full health and safety policies and procedures.

### **18. Staff taking medication or other substances**

The school implements a zero-tolerance approach to drugs and alcohol misuse, as outlined in the school's HR Policies.

The use of alcohol or any other substance that may affect the ability to care for children by a member of staff will not be tolerated. If there is a reason to believe a member of staff is under the influence of alcohol or any other substance, they will not be allowed to work directly with children and further action will be taken.

Any member of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly.

Any medication used by staff is securely stored.

## 19. Staffing

A robust Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable.

Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety.

Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

There will be at least one member of staff on the school premises at all times who has a current paediatric first-aid (PFA) certificate. Any member of staff who has sole responsibility for looking after a group of children will also hold a PFA certificate. All newly qualified staff with a level 2 or 3 qualification will be PFA trained. The school will organise PFA training to be renewed every three years. The list of staff who hold PFA certificates can be found in the Early Years Entrances.

The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'.

The school adopts the following staffing ratios:

- For children aged two, there is one member of staff for every four children. At least one staff member holds a full and relevant level 3 qualification, and at least half of the other staff members hold full and relevant level 2 qualifications.
- For children aged three and over:
  - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification.
  - Where a member of staff does not hold QTS, early years professional status, or another suitable level 6 qualification, there is one member of staff for every eight children. At least one staff member holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.

Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

Each child is assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs.

The EYFS lead will inform parents of whom their child's key person is and will explain the role of the key person when their child begins attending the school.

## **20. Information and records**

Information is stored in line with the GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

The following information is recorded for each child:

- The child's name and date of birth
- The name and address of every parent or carer who is known to the school, and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer

The following information about the school is recorded:

- A daily record of the names of the children being cared for in the school, their hours of attendance, and the names of each child's key person

The following information is made available to parents:

- The school's privacy notice for parents and pupils
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Information about the policies and procedures in place in the school's EYFS

Ofsted will be notified if there are any changes to the following:

- The address of the school
- The school's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children

## **21. Monitoring and review**

This policy is reviewed annually by the Governing Body and the Executive Headteacher.

Golden Flatts Primary School  
Early Year Policy

Any changes made to this policy will be communicated to all members of staff.

All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is August 2019.

**Review Date: August 2019**

**Reviewed by: S. Sharpe and Mrs M. Newbury**

**Approved by Governors:**

**Next Review Date: August 2020**