Kew Green Preparatory School Early Years Foundation Stage Policy

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1. INTRODUCTION

The Early Years applies to children from birth to the end of the Reception year. Our Policy adheres strictly to the statutory guidance set forth in the EYFS Statutory Framework (Published July 2025, Effective: Sept 2025), ensuring that all aspects of early education and care meet the required standards. At Kew Green Preparatory School, the children join the school at the beginning of the academic year in Reception, in which they will turn five. Pupils in the Early Years are very much a part of the school and follow the ethos, aims and values of all year groups; however, it is also acknowledged that the Early Years framework has many distinctive facets and by producing a specific Early Years (EY) policy we are recognising the importance of the Early Years Foundation Stage in its own right and its value in preparing children for later schooling.

The four principles of the EY set the standards for learning, development and care for children from birth to five. These are:

- A Unique Child - every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Positive Relationships - children learn to be strong and independent through positive relationships
- Enabling Environments - children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between members of staff and parents and/or carers
- Learning and Development - children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

2. PHILOSOPHY

At Kew Green Preparatory School, we believe the early years to be critical in a child's development. The pace at which knowledge and skills are acquired is rapid in every way and it is at this stage that the foundations for learning and living are being laid. Young children are complex human beings who have a real enthusiasm for life. As adults, we have a vital role in supporting their growth. Each child within our setting has a dedicated key person (their class teacher) whose responsibility is to ensure that every child's learning and care is tailored to meet their individual needs.

The key person/teacher seeks to engage and support parents and/or carers in guiding their child's development at home. Children need skilled members of staff who can provide the right environment to enable them to achieve their maximum potential. Not only is this a time for aiding children at their present stage of development, but it is also an opportunity to prepare them for continuing education and to equip them for the future. We need to challenge children's thinking, building on what they already know, understand and can do. It is important to recognise that the development and use of communication and language is crucial to young children's learning, and we need to ensure that we use this effectively.

Since children have a variety of learning styles (for example, creative, physical or linguistic), it is the member of staff's role to provide them with access to multi-sensory learning opportunities. They need time to work individually, in pairs, in small groups and in larger groups, depending on the task, the experience and the preferred working style. We recognise the importance of collaborative learning and encourage children to talk through their ideas with each other.

3. AIMS

The aims in the Early Years are:

- for children to develop positive dispositions to their learning
- for children to have quality interactions with practitioners and teachers
- for children to feel safe and comfortable in their learning environment
- for children to form good relationships with adults and peers
- for children to understand what is right, what is wrong and be able to make informed choices
- for parents to put trust and confidence in the professionalism and experience of members of staff
- for parents to feel secure about leaving their children in the setting
- for parents to feel involved in their child's development and learning and work in partnership with members of staff
- for members of staff to be sensitive and responsive to the specific needs of children and parents at all times.

In addition, the Early Years seeks to provide:

- quality and consistency in our early years setting so that every child makes good progress
- 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 members of staff, parents and/or carers and other professionals, when needed
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Kew Green Preparatory School Early Years children need members of staff who:

- are well-qualified, skilled staff who have an excellent knowledge and understanding of the best possible outcomes for Early Years children
- stimulate children's interests, responding to each child's emerging needs and guide their development through warm, positive interactions, coupled with secure routines for play and learning
- build upon each child's prior learning, with a greater focus in Reception upon teaching essential skills and knowledge in the Specific Areas, in preparation for Year 1
- reflect on the different rates at which children are developing and adjust their practice appropriately for individual needs, while carefully considering the three characteristics of effective learning and teaching
- have high expectations of them and provide regular opportunities for challenge
- observe and listen to them carefully, modifying provision to suit their growing needs
- are sensitive to, and can meet, young children and their family's needs by being approachable, adaptable, caring, kind and discreet
- respect all children and their families with regard to language, culture, ability, religion and race.

The Kew Green Preparatory School Early Years team are:

- well trained to understand our safeguarding policy and procedures, with up-to-date knowledge on a wide range of safeguarding issues, including those that are pertinent to our local community
- alert to any areas of concern in a child's life at home or elsewhere. They actively implement policy and procedures to safeguard children, both on and offline
- hold an enhanced criminal record check and must not have been prohibited from teaching or hold a disqualification from registration
- promote the good health (including oral health) and well-being of our children, and carefully implement our policy and procedures for administering medicines, first aid, catering to allergies, and encouraging good nutrition
- inclusive and have regard to the Special Educational Needs and Disability Code of Practice, supporting children with Special Education Needs or Disabilities appropriately
- accountable – they maintain confidential records and obtain and share information to ensure the safe and efficient management of the setting to ensure the needs of all children are met
- the child's key person/class teacher enables a regular two-way flow of information with parents and/or carers, and the school's protocols for online communication are shared with parents.

Parents and Carers as Partners (EYFS 2025, 2.3, 2.5)

Kew Green Preparatory School recognises the vital role that parents play in educating their child. This teamwork is supported by:

- inviting all parents to an induction meeting during the term before their child starts school
- Inviting all parents to an information/curriculum evening at the start of the September term
- offering workshops to assist parent understanding of how to support learning and development at home
- having an open-door policy every morning where parents bring children to the classroom and can be part of their child's learning experience
- encouraging regular communication between school and home through the child's reading diaries
- offering parents regular opportunities to talk about their child's progress and encouraging parents to talk to the child's teacher if there are any concerns
- encouraging parents to regularly view and contribute to their child's Early Years online journal hosting various opportunities for parents to come into school, to read stories or talk to the class about specific cultural backgrounds or jobs they do, attend a 'show and share' event, Harvest Festival, Christmas Nativity, and class assemblies activities throughout the year to encourage collaboration between child, school and parents

4. PROCEDURES

Settling in

It is hoped that the transition from pre-school/nursery to Reception, for both children and parents, is as smooth as possible. The majority of children will have attended a form of Early Years setting prior to admission and it is acknowledged that these can vary in style and curriculum. Kew Green Preparatory School aims to the wide range of life experiences and value the diversity of all children by:

- prior to entry and during the summer term, the Head of Nursery and Reception visits as many children as possible in their nursery setting. Where this is not possible, the teachers endeavour to speak with the child's key worker on the phone or via Zoom. We ask that the nurseries and other early years settings children have attended provide us with anything they feel would be useful for us to know ahead of transitioning to school, and that parents provide us with their most recent progress report
- parents are invited to attend a 'New Parent's Coffee Morning' hosted in the spring term before they join. This gives parents an opportunity to meet other parents to ask any questions, find out about upcoming new parent events in July and get information about the uniform
- at the beginning of the spring term, parents are sent a 'Digital Booklet' which gives them important information they need to know before joining in September as well as what to expect in September and key dates
- all future Reception children and their parents are invited to school to meet their future classmates and teachers in the summer term before they are due to start at Kew Green Preparatory School, usually held in the final week of term and called 'Induction Morning '. The children visit their new classrooms for a stay and play session with the teachers, whilst the

parents gather for a talk about what they need to know for their first few days of school, daily routines and what to expect when their child joins Reception in September. A pack of information is sent home, which includes an 'All About Me' form which is filled in by the parent and child, this form provides an introduction for the teacher about the child, and gives parents an opportunity to express any concerns

- all children are given a Kew Green Preparatory School teddy bear for the summer holidays, and their teachers send them personalised postcards of 'The Reception Lodge' towards the end of the August before they join
- depending on the day the term starts, children are given either two or three compulsory half days within the first week of joining Kew Green Preparatory School. We recognise that whilst starting school is a positive experience, it can also be overwhelming emotionally, and some children need time to process the change
- all children are offered a half day starting at 12.15pm on Fridays for the first term only
- each child is allocated a teacher, to respond to the child's needs and help them settle into their new environment. The teacher will also be the main point of contact for the parents. In the Reception classes, the key person will be the class teacher
- parents are invited to bring their children to their classroom door of the Reception Lodge to drop them off, where they are greeted by the class teachers
- during September, parents are invited to attend a Reception Information/Curriculum Evening where they can find out what their child will be learning in their Reception year, in addition to classroom expectations, pastoral arrangements and forthcoming events. Each term, timetables are shared with parents, and parents are giving curriculum booklet
- members of staff are always able to discuss issues arising with parents at short notice. We hold parents' evening twice in the autumn term. The first parents' evening is held after three weeks and is to inform parents about how their child has settled and the prime areas of learning. The second autumn parents' evening is after half term and coincides with the whole school parents' evenings. These cover both pastoral and academic matters, looking at progress, well-being and next steps
- parents are invited to attend a Phonics Workshop in September, it offers information about the strategies and concepts the children will be taught in phonics in their Reception year, as well as some practical ideas parents can use to support their child at home with their reading. Further workshops are offered later in the term and throughout the year, such as
- a Reception survey is sent to parents at the half term point allowing us to reflect on parent views and if we need to adapt anything further to assist our Reception cohort.

Communication (EYFS, 2025 – 3.97)

Parents are the child's first teacher and the importance of parents as partners in their child's education should be remembered. At Kew Green Preparatory School, we truly believe in an open-door policy and work hard to develop strong links between parents and teachers. There are opportunities to chat informally with the parents at the end of the day, at collection time. Teachers are available to lead private discussions, either online or face-to-face with parents and carers. Appointments can be made for either the beginning or end of the school day. We encourage parents to tell the class teacher if there are any problems or concerns

that may be affecting their child's development. Teachers make time to meet with parents immediately, if there is any cause for concern. Staff will always listen to the parents and in this way gain a greater understanding of the children in their care. We encourage parents to contribute to their child's learning via the 'Tapestry Journal' to note any special moments or achievements their child makes at home. We support regular (sometimes daily) two-way communication in the reading record book and all teachers can be contacted directly by email. Teachers communicate regularly via email, to ensure parents are up-to-date and well informed.

We support parents to feel informed and part of our community through:

- the Early Years team send a weekly email with a newsletter attached to parents to inform and prepare them for upcoming learning and events, other activities in school, as well as reminders and helpful information to guide parents into understanding the routines and expectations of Reception
- each class has a designated Friends of Kew Green (PTA) rep who acts as a liaison between the parent body and member of staff in Reception classes. The reps also help to organise lots of parent and family social events throughout the year. Such as the Quiz Night and the Summer Fair
- a 'New Parent Drinks' social evening in the first few weeks of the new academic year
- Parents have access to their own accounts on - My School Portal. This is used to share termly and annual calendars to support their organisation for school and is updated constantly, important letters specific to the Early Years and the school are uploaded here, whole School Weekly Bulletin – newsletter updating the community on events and updates, weekly food menu for the next week
- parent Information workshops – Powerpoints available on My School Portal and handouts to support home provision
- booklets and webinars outlining strategies to help support the child at home with literacy and mathematics
- children's reading record books, which are sent home daily -where comments are shared between the parent and the teacher
- invitation to parents to help accompany us on school trips or be a mystery reader during World Book Week.
- termly Parents' Evenings, where the parents have an allocated time to see their child's class teacher and have the opportunity to discuss their child's progress
- a final written report, provided to parents in the last few weeks of the summer term, reporting the child's progress in relation to Characteristics of Learning and the Early learning goals
- ongoing updates on their child's learning through our online our online learning journal. This gives parents an insight into their child's progress over time as well as snapshots of the breadth of education on offer. If parents sign a declaration, permitting us to share their children's progress virtually via the 'Tapestry' programme, they will have access to photographs, videos and observations of their child, to support their understanding of their progress in school.

Our Early Years setting and Supervision of children (EYFS 2025, 3.97)

The Early Years provision is led by the Head of Nursery and Reception who holds QTS and has multiple years of experience of working in an early years setting. The Head of Nursery and Reception will work alongside the Reception team which includes qualified teachers and teaching assistants. All of the Early Years team hold a current Full Paediatric First Aid training qualification which is renewed every three years. Many other staff members who are regularly in contact with early years, (such as Lower School teachers and PE teachers) have Full Paediatric First Aid training.

Staffing arrangements will be planned to meet those set out in the EYFS 2025, (3.48, 3.51 and 3.52)

At all times, leaders deploy staff to meet the needs of all children and their safety. The deployment of staff will be decided accordingly, to ensure that the children are always supervised and that appropriate EYFS ratios are met. The number of staff will be determined by the risk and supervision will be 'reasonable in all the circumstances to ensure the protection of the children', whilst still ensuring, ratios are met. This means that the level of supervision will vary from situation to situation and this will be assessed regularly. There will always be at least one member of staff in the outdoor classroom of 'The Lodge' for 'free flow' opportunities for Reception-aged children with ratios always being adhered to. Children are supervised when accessing the toilets from their classroom. Children need to let the teacher on duty know when they go to the toilet at playtimes and let them know they have returned. If required, a member of staff is available to escort a child to the toilet at playtime.

The Reception children have a safe and designated area of the playground. Staff who are on duty is in this area hold a relevant qualification required to support the supervision of early years children, ensuring that ratios are met. They will also carry a medical bag. At play, children are within sight or hearing of staff. During playtimes there is always a member of staff with full paediatric training present.

Outdoor Education (EYFS, 2025 – 3.83)

At Kew Green we adhere to the ratios of 1 adult to 8 children for local off-site education to the Green for PE or to St Anne's Church and 'Learning in Full Bloom' or the art room. However, a staff member's qualifications are also considered in Early Years so this ratio may also change dependent on the teachers involved. For other off-site trips, we use a ratio of 1:4. These are minimum ratios which SLT may amend when considering the following factors: SEN and medical needs; type of activities to be undertaken; and experience and competence of all adults. To comply with EYFS regulations, we will always ensure that at least one staff member with a full and valid paediatric first aid qualification is present when children are off-site, and on outings.

Lunchtime and snack procedures (EYFS, 2025 3.62 to 3.69)

Healthy eating and food fits in as part of the curriculum topics of 'Ourselves', 'Our Families', Fruit and vegetables around the world – linked to Harvest. Helping a Pirate eat healthy food and how our Bodies Grow and Change.' Children look at food groups, what is healthy food, what food does for you as well as an overall healthy lifestyle. Dental hygiene also forms part of the educational programme within the Reception year. However, we support children's oral health within our provision by talking to children about healthy choices, supplying nutritious low sugar snacks, such as fresh fruit and raw vegetables, and talking to children about the importance of tooth brushing routines. We only supply children with water to drink and implement a 'no juice' policy. If parents supply drinks, we explain this must be water only. Each child brings a water bottle to school each day to access throughout the day. Children also have access to fresh water in their classrooms and at lunch time and are encouraged to pour the water themselves. Children are encouraged to drink water throughout the day.

Break and lunch times are organised so that they are social occasions in which children and staff participate and provide opportunities for children to develop independence through making choices, serving drinks and feeding themselves. In Reception, children are taken to lunch and supervised when making their choices by their class teachers whilst catering staff serve the hot lunch onto the plates allowing the teachers to encourage and help the children in their healthy choices. The teachers' priority is to supervise and encourage healthy choices to ensure that children choose something that they will eat and will sustain them for the rest of the school day. Good table manners and social eating skills are encouraged and promoted. For example, children put their knives and forks together, then put their hand up when they have finished eating their main meal and pudding and take their plate/bowl to be cleaned.

The weekly menu, including snacks during the day, is emailed to parents each week allowing parents to plan their home meals around these to ensure their child gets a good mix of foods throughout the day and importantly the week. The Kew Green Preparatory School menu is cooked fresh on site. One day of every week is vegetarian day. To protect children with food allergies, there are rules about children sharing and swapping their food with one another. A child with an allergy or special dietary requirement is served with a green plate by a designated member of the kitchen staff. A member of staff from early years is also responsible for overseeing and managing the specific food requirements for children.

Dietary needs are recorded on information forms completed by parents at admission, or when any changes to a child's health needs are identified. This information is then added to ISAMS and the child's file. Current information about individual children's dietary needs is given to teachers so that all staff are fully informed about them. The kitchen staff are also fully informed and one allocated kitchen staff member is responsible for giving the food to the children with these special diets. Our menus are carefully planned to reflect and include foods that reflect the cultural diets of all children, ensuring that we provide all children with familiar foods and introduce new ones.

Children's dietary needs are clearly understood by all staff, and these are displayed prominently within the food preparation/kitchen areas, school hall, and in classrooms. Staff teams discuss and review children's dietary needs daily and will ensure that all staff working with children, fully understand each child's personal needs. Information is also clearly displayed to clearly identify the differences between dietary needs preferences, such as following a vegetarian diet, cultural restrictions, such as a pork-free diet, and health needs, such as a severe allergy and/or intolerance. In each case, staff working with these children fully understand the consequences for each child in the event a dietary breach occurs. The Head of Nursery and Reception will be notified immediately, and any medical intervention will be instigated, such as the administration of an Epipen, calling 999, and advising parents.

Care is taken not to provide food containing any form of nuts or nut products, and staff are especially vigilant when a child has a known nut allergy. Epipens belonging to individual are kept in the classroom and main school and carried off site by staff. Staff preparing food for children will provide a detailed handover to classroom staff to ensure any known allergens in specific meals are fully known and understood to inform staff vigilance and supervision while supervising children at all mealtimes. (EYFS 2025, 3.64)

Staff are required to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of his/her diet or allergy.

Members of staff are aware of appropriate portion sizes for children. They monitor the children's eating habits, both to help them understand to stop eating when they are full, or to encourage them to eat a little more if necessary. Rewards are not used to motivate children to eat All Early Years staff, and those responsible for preparing and serving food to children have completed a food hygiene course. (EYFS 2025, 3.71) Please refer to GSG Food and Nutrition Policy for more information.

During Break (10.00 – 10.30):

- Children are provided with bread, cheese and fruit and a drink of water. This is served in the classrooms.

At Lunch (11.50 – 13:00):

- All meals provided are nutritious, avoiding large quantities of fat, sugar, salt, additives, preservatives, and colouring.
- Menus are planned and the food offered is fresh, wholesome and balanced.
- The dietary rules of religious groups and other dietary choices are known and met in an appropriate way.

Afternoon snack (14:30-15:00)

- Fruit is provided for the class
- Teachers will monitor any concerns about a child's intake of food with parents and work together to agree supportive strategies.

We have clear risk assessment arrangements in place to prevent incidents of choking. Our kitchen staff and school staff ensure that food is prepared in appropriately sized portions for our Reception children to prevent choking risks. We follow all published food guidelines and prepare foods that are safe for our youngest children to manage. For example, small tomatoes and grapes are cut into quarters before serving to children. During all meals and snacks, a staff member sits directly with the children and supervises them closely until every child has safely finished eating. Children sit on furniture that is deemed safe for their age. We discourage children from talking when they have food in their mouths and will ensure that within our classrooms, we do not have resources available for children who are known to mouth resources and may be at risk of choking.

All incidents of choking are logged immediately on to CPOMS and parents are informed. All of our staff hold full paediatric first aid training and know what to do in the event of a child choking. The Head of Nursery and Reception monitors the incidents of choking as part of the twice termly health and safety reports and will use this analysis to identify any emerging trends that may need rectifying to ensure children's safety. (EYFS, 2025 3.70)

Online Learning Journal and documentation YFS 2025, 2.1, 2.2, 2.3, 2.4, 2.5, 3.93, 3.94 and 3.97)

Evidence of children's learning across all curriculum subjects is recorded as photos and videos using the online journal Tapestry. Parents have secure access to their child's own profile on Tapestry and are able to make comments on posts. Parents can also upload evidence of their child's learning from home via the

Tapestry app. Any paper evidence of children's learning across the curriculum is also saved and stored in a ring-binder folder for child-initiated activities and a literacy book for adult directed tasks. The children all have their own cultural scrapbooks which go between home and school, in celebration of each's child's family cultures and traditions. The class teachers keep floor books for Understanding of the World and PSED, documenting key learning and the child's voice. The ring-binder folder and literacy book will be given to parents to keep at the end of the year as well as a PDF of their learning journal from Tapestry. To access Tapestry, parents first need to sign a permissions letter. The school's use of this online portal complies fully with all Data Protection legislation, GDPR regulations and the school's privacy policies and procedures. The safeguarding of our children is very important to us. Everything that is added to Tapestry will be added to our school account and can only be viewed by school staff that use the system, and parents using their personal login. Parents will only have access to their child's journal, and this cannot be seen by other parents.

Supervision of staff (EYFS 2025, 3.34-3.35)

All Early Years staff at Kew Green Preparatory School have supervision once a term with the Head of Nursery and Reception. All content covered within this meeting is recorded on a proforma for evidence. Staff are encouraged to share their thoughts and new ideas, with a review of future training and development of new skills. Children's welfare, learning and progress are also discussed. Our supervision arrangements fully support our school's safeguarding arrangements and are used as an essential tool to contribute towards how we monitor the ongoing suitability of our staff. Within the supervision process, we require staff to sign an updated declaration to confirm that they remain suitable to be working with children, and no changes have occurred within their personal life that may deem them being disqualified or unsuitable to work with children. (**EYFS 2025, 3.13 and 3.17**)

Support network (EYFS 2025, 3.97)

Our website provides access to all policies for our parents and staff. Our induction programme ensures new staff are thoroughly supported when joining the school and familiar with our policies and protocols. We also discuss and review our updated policies and procedural changes regularly in our briefing meetings, team meetings, staff training, INSET days and through formal reporting procedures within our school.

Collection of children procedures

It is school policy that if a person other than the parent or authorised carer is to collect a child, notification from the child's parent(s) must have been given to the class teacher before the child is due to leave school.

Procedure for a Parent Failing to Collect a Child Please refer to the whole school policy: **Procedure for Missing Child Policy** (including the Early Years Foundation Stage). **(EYFS 2025, 3.87)**

Procedure for a Missing Child Please refer to **Procedures for Missing Child Policy** (including the Early Years Foundation Stage). **(EYFS 2025, 3,79, 3,80)**

Complaints Procedure Please refer to the whole school - **Complaints Procedure Policy** (including the Early Years Foundation Stage). **(EYFS 2025, 3.98)**

In addition to the whole school complaints procedure our Early Year setting:

- investigates any written complaint about the fulfilment of the EYFS requirements within 28 days and, if applicable, notifies Ofsted and ISI upon request
- we maintain a written summary outcome of all complaints we investigate which we make available to parents and Ofsted, if requested
- we notify parents about inspection following notifications and supply the inspection report to parents of registered children **(EYFS 2025, 3.98)**

First Aid, Medicines, Accident or Injury (EYFS 2025,3.58 to 3.61 and 3,77 to 3.78)

First aid bags are accessible at all times with the appropriate content for use with children. A written record of accidents, injuries and first aid treatment is kept by the school welfare officer. Parents and/or carers are informed on the same day, or as soon as reasonably practicable, of any first aid treatment given.

All Early Years staff receive Full Paediatric First Aid training. Our staffing arrangements mean there will always be at least one person with a current full paediatric certificate on the premises at all times when children are present, including during all mealtimes, and accompanying (all under 5s) children on trips.

Please refer to the **KGPS First Aid Policy (including Early Years)** for further information.

Administration of Medication – please refer to the **Medical Conditions Policy** for further information

Kew Green Preparatory School promotes the good health of children, takes necessary steps to prevent the spread of infection and takes appropriate action when children are ill. There is at least one designated qualified full paediatric first aid trained member of staff in the school office who provides care and attention to all children in our school throughout most of the school day, as well as a school welfare officer. Written records are kept for all prescribed medicines on site. They are responsible along with other authorised staff members to administer medicine to children, and parents are always informed.

Kew Green Preparatory School requests written permission for each and every medicine from parents before any medication is given. The school ensures that sufficient information about the medical condition of any child with long-term medical needs is collected and an individual Healthcare Plan is drawn up with the parents. Information is then shared with all staff and extra training given to staff as required, e.g. Epipen training. Training is provided for all staff on both the administration of medicine and specific medical needs of children in their care.

Prescribed medicines are kept in the office. If a child has an Epipen or emergency medication one is stored in a labelled orange bag in the office and another stored in the child's classroom. Staff working with the child will always have this bag available wherever the child is located within the school grounds, and on outings. A

second Epipen is stored in a clearly named orange bag in the school office. Any medication to be administered to children by school staff needs to be stored in its original container, be prescribed directly for the child by a doctor, pharmacist or dentist; be in date, and with the prescribed dosage information clearly visible.

If in doubt about any procedure, staff should not administer the medicines but check with the parents before taking further action. If staff have any other concerns related to the administration of medicine to a particular child, the issue should be discussed with the Head of Nursery and Reception. School staff will not administer any form of medication to children unless a first dose has already been given at home, and no side effects have occurred. School staff will ensure that they check clearly with parents to confirm that the child has not suffered any negative reactions to any previous dosage before giving medication at school.

General medication

Only authorised staff may administer medication to children in Reception, but only with the written consent of the pupil's parent. A second member of staff who is trained to at least level 3 in early years will witness this and verify that the precise dosage has been given to the correct child, at the prescribed time. A written record of this will be maintained by the School Office so that a parent is notified that medication has been given.

If a child has known medical needs, the Head of Nursery and Reception, together with the class teacher will agree with the parents exactly what support can be provided. Where parents' expectations appear unreasonable, the Head of Nursery and Reception will seek advice from advisers and, if appropriate, The Gardner Schools Group (GSG). If it is deemed appropriate, to ensure the medical needs of a child with complex health needs, specialist training for staff will be provided by medically trained staff before any medication is given at school. The Head of Nursery and Reception must be satisfied that school staff have the relevant skills and knowledge to support a child's health needs and be able to do this competently and safely.

Refusal of Medicine

If a child refuses medication, it will be recorded and parents will be informed as soon as possible. If it is a child with long term medical needs, the parents will be required to come to school to either administer the medicine or take the child home. If a refusal to take medicine results in an emergency, the school will dial 999 to seek medical advice and then the parents. If a child misuses medication, either their own or another child's, their parents will be informed immediately. The child will subject to the school's disciplinary procedures.

Prescription or Non-Prescription Medicines

Kew Green Preparatory School will administer medications which are essential; that is where it would be detrimental to a child's health if the medicine were not administered during the school day. The school will accept medicines that have been prescribed by a doctor, dentist, nurse prescriber or pharmacist prescriber. If the school feels that the frequency and dosage administered in school is excessive, the Head of Nursery and Reception will consult the parents in the first instance and then Health Care Professionals (reference

Medicines Standard of the National Service Framework (NSF) for Children). These may include Calpol, Paracetamol, cough or throat lozenges or any herbal remedies. Travel sickness pills must be administered by the parents prior to the beginning of any off-site trip. For all non-prescription medicine, parents are required to complete the permission form.

Non-prescription or over-the-counter medication, such as Calpol, does not need a GP signature or authorisation in order for staff to administer it. However, parents must be contacted in advance of any medication being given to check the frequency of any previous dose being administered. In the event of a high temperature (38°C or above), and the child has been at school for more than four hours, providing written consent has been obtained for the administration of medication, staff may give a dose of Calpol to reduce the fever. In this situation, it is recommended this course of action is given providing parents have been notified by telephone and are advised to come to school to collect the child.

5. LEARNING AND TEACHING (EYFS 2025, 1.1 to 2.5)

Our learning and development programme is child centred, with well-being at the centre of our provision. Development Matters, the non-statutory curriculum guidance for the EYFS, Development Matters - GOV.UK (www.gov.uk) underpins our high-quality Early Years education at KGPS.

In our Reception classes, the ratio of adults to children is 20 children maximum with a teacher and teaching assistant. During the course of the week, however, each child will come into contact with a variety of other adults to enrich their learning experiences. These range from: the Head of Nursery and Reception, MFL, music, art, dance, computing and PE specialist teachers; the Head, deputy head, KS1 teachers, the site manager and site staff; the office administrators, and the dining room staff.

The class teacher is the key person for the class and is fundamental to children's learning and development. This is through effective teaching that children become keen and eager to learn and make progress towards the early learning goals. The success of any team is dependent on members feeling involved and mutually respected, being given recognition, responsibility, and the opportunity to share experience and expertise. The early years teachers plan together thoroughly each term, and on a weekly basis. They have a good understanding of the aims and principles of the Early Years Foundation Stage and the early learning goals. The schemes of work used are a combination of the early learning goals and our in-house schemes for each subject area.

The teachers consult each other on a daily basis and work together as a strong team. Their planning is flexible and is guided by the individual child's needs and interests. Teachers incorporate into their planning opportunities for children to: learn from one another, co-operation, collaboration, independence, multi-sensory learning, exploration, investigation, problem-solving, developing creativity and imagination, developing positive attitudes to learning, and building resilience and determination.

Kew Green Preparatory School believes that children need to be involved actively in their learning, the process of which should be a rewarding, enjoyable and enriching experience. The Early Years Statutory Framework has three main characteristics of effective learning which are: Playing and Exploring, Active Learning and Creating and Thinking Critically. There are seven areas of learning and development in the EYFS

guidance. These areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and for forming relationships.

Curriculum (EYFS 2025, 1.16 to 1.20)

At Kew Green Preparatory School, we've created a broad and balanced curriculum, based upon the EYFS Framework's seven distinct areas of learning and development, together with the early learning goals. These are divided into three prime areas, which lay the foundations of learning, and four specific areas, which build upon the prime areas.

Our termly topic-based units have been developed with the children's interests in mind. The statutory early learning goals that children are expected to have attained by the end of the EYFS, and Development Matters non-statutory guidance, underpin our termly objectives for the children. Most importantly, our understanding of each child's needs ensures we modify our planning to suit every child on a daily and weekly basis. Alongside specialist teaching in MFL, Art, Computing, Music, Dance and PE, our rich and engaging topic-plans are shared with parents prior to the term commencing. Children in the Early Years Foundation Stage have specific needs and the curriculum recognises this by supporting the individual child in their spiritual, moral, social and cultural development, as well as their intellectual development. We encourage cross-curricular learning opportunities both in and outside the classroom.

The prime areas are:

- communication and language
- physical development
- personal, social and emotional development

The four specific areas of learning which strengthen the prime areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design.

Using these areas, member of staff plan activities and create enabling environments which allow children to initiate their own learning.

Ethos of our teaching

Our teachers are highly skilled in tuning in to children's current interests and building on their thirst for knowledge. We monitor children's patterns and pace of learning closely, and our sequenced approach to our curriculum delivery enables us to consolidate children's learning and ensure they have the relevant skills and knowledge to support their onward learning journey through our school.

Our teachers offer a play-based, practical pedagogical approach to teaching and learning. They do this by:

- providing children with opportunities to initiate their own learning and to learn from each other
- encouraging children to develop positive dispositions towards their learning
- allowing children time to consolidate their learning
- enabling children to develop a positive self-image
- enabling children to learn through movement and use of all the senses
- enabling children to make links in their learning
- promoting the development and use of language
- ensuring that play is progressive and matches children's level of development
- using teacher expertise to gauge when it is appropriate to teach skills and knowledge directly
- modelling a range of positive behaviour and promote rich language experiences
- planning the indoor and outdoor learning environment in a manner appropriate to their level and which encourages purposeful play
- working with parents in partnership and recognise their continued role in their child's development

undertaking skilful and well-planned observations to assess children's development and progress.

A fundamental part of the Early Years curriculum is based upon planned, purposeful play, with an appropriate balance between adult-led and child-initiated activities. Children are encouraged to:

- explore and develop their own learning experiences
- practise and develop their skills and ideas
- learn how to control and extend themselves
- understand the need for rules and responsibility
- think creatively alone and communicate with others to investigate and problem solve
- develop resilience and a can-do approach to learning so that challenges do not overwhelm or stifle learning and creativity
- understand how to manage their own feelings and emotions and to learning how to self-regulate and modify their behaviours to support others
- become fully immersed in their chosen play and learning experiences so that learning becomes deeply embedded.

The Learning Environment

Within the learning environment:

- children's efforts are rewarded and commented on positively according to their differing levels of ability/experience
- children's work is regularly displayed and celebrated
- member of staff recognise the importance of allowing children time for sustained concentration across the broad range of learning experiences
- mutual respect and trust are encouraged between children, parents and member of staff members of staff

- members of staff regularly review the children's learning environment, both indoor and outdoor to ensure health and safety criteria are met
- in accordance with Kew Green Preparatory School's SEND, EAL, MAGT, Curriculum and Accessibility Policies all children are included and not disadvantaged in terms of their gender, ethnicity, home language, SEN disability or ability
- all children are included and not disadvantaged in terms of their gender, ethnicity, home language, SEN disability or ability
- activities are planned to offer appropriate physical and sensory challenges
- members of staff recognise that they have responsibility for encouraging and developing in the children an ability to express thoughts and ideas through conversation
- members of staff provide a challenging play environment, which extends and develops children's experiences
- members of staff use their knowledge of the children and their observational skills to plan appropriate teacher-directed activities
- play opportunities are planned and supported to allow the children to develop in all seven areas of learning
- children are assessed through observation in groups and individually across their range of experiences to inform member of staff of attainments and to target areas for development and inform future planning
- opportunities for children to learn from each other are encouraged
- members of staff aim to organise the environment in an attractive stimulating way, which allows the children ease of access to resources that will aid their development in all areas of learning

Outdoor Environment and Play

Outdoor play is seen as an essential part of the Early Years programme. We recognise the positive impact of fresh air, physical activity and exercise in supporting children's emotional well-being and resilience and the way these promote children's learning. We also fully understand that some children learn better within the natural environment, and some children may not have opportunities to benefit from many outside activities within their home lives. To take account of this, we provide for outside learning, throughout the day, and in all weathers, as long as it is safe to do so. We value the impact of seasonal change and unplanned environmental factors that present as crucial, rich learning experiences and are staff are tuned in to support these and maximise children's learning, play and creativity.

A carefully resourced outdoor area provides a multi-sensory environment, catering for individual learning styles, and offers children the chance to experiment with problem-solving activities, collaborative tasks and child-initiated learning opportunities. Being active is important for children under five because it helps them build and maintain a good level of health, and physical activity is critical to optimal growth and development. When developing outdoor provision, members of staff follow the guidance from the Early Years programme:

- the outdoor and indoor environments contain resources and materials that children can explore and investigate using all their senses

- some of the materials and resources should be familiar to the children from their home and community environments, and some should be new
- the best materials have many uses, such as wooden hoops and pegs in a tin, with unlimited opportunities for children to use them creatively and imaginatively to support their learning and development
- the learning environment offers challenges through which children can learn about risk taking and keeping themselves safe
- environments offer a variety of surfaces and levels, places to sit or lie, to climb or swing, and to make big movements such as spinning, dancing, jumping, running and so on
- adults support children's confidence in themselves and their developing skills as they tackle new experiences and develop a sense of what they can do, and what they will be able to do as they practice and meet the challenges in the environment
- children have opportunities to dig, climb, build, balance, and collaborate through play. They should be able to touch and feel a variety of textures and to move, stretch and crawl. They may like to make marks, to cut and join materials together or to shape and construct materials
- children are able to rest and refresh themselves when they are ready
- children have time to play with what interests them and to make choices. They are given opportunities to watch the natural world changing, to explore and solve problems and to make friends and develop relationships
- children are given time to learn and develop at their own pace

To support the benefits of outdoor play members of staff will:

- aim to minimise the amount of time children spend being sedentary for extended periods
- interact regularly with every child to encourage lots of movement throughout the day
- present resources in a stimulating and attractive fashion
- provide resources that complement all seven areas of learning with the Early Years
- dress children appropriately for weather conditions
- encourage children to develop thinking skills and learning opportunities
- be positive role models for expected behaviour and expectations of play outdoors
- ensure the area is safe and secure, adhering to the Health and Safety policy and risk assessments in place
- provide resources that allow children to self-select and make independent choices and support continuous creative learning and thinking
- raise parental awareness of the educational benefits of outdoor play
- provide safe outdoor activities everyday irrespective of the weather (subject to risk assessment if necessary)
- plan in a responsive and progressive manner to ensure a seamless continuation between the indoor and outdoor learning space
- use the area to make relevant observations of the children, as individuals, to inform planning

Members of staff promote healthy lifestyles and being physically active. Parents are encouraged to walk, scoot or cycle with their children for part, or all the way to school and storage facilities for bicycles and

scooters are provided. Events involving physical activity, such as Sports Day, are held and exercise and outdoor learning are encouraged during the holidays.

In order for children to learn about managing risks associated with physical activity, they are offered stimulating and challenging environments; through which they are supported to explore and develop their own abilities and understanding. The level of risk is carefully managed so that children are not exposed to unacceptable dangers. Regular risk assessments are carried out, and suitable arrangements are made for off-site visits to encourage children and their families to take advantage of the range of physical activities available within the local community. We also run an outdoor learning programme called 'Learning in Full Bloom'. This programme supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.

Planning and assessment (EYFS 2025, 2.1 to 2.25)

The school's cycle of planning and assessment ensures that all children are accessing all areas of the curriculum, irrespective of their age, abilities and learning needs. The Head of Nursery and Reception liaises the Reception teachers, the specialist teachers, the SENCo and the Head of Data and Assessment to support and accurately track the children. This ensures that all staff have a well-rounded understanding of each child's abilities and that we are catering to their individual needs effectively. All staff (including specialist teachers) respond to each child's changing strengths and areas for development through regular observations that feed into their responsive and regular planning. Next steps are included, when appropriate, in observations to illustrate how learning will be targeted, and progress will be made. Collaborative planning and record-keeping are essential for continuity and progression.

Medium Term Planning

Medium term planning focuses on the environment and the role of the member of staff in supporting learning. It supports high quality self-selected, child-initiated play and learning. It will change over time to reflect changing interests of the children. Medium term planning is based around specified topics. However, children's interests and opinions do influence the planning throughout the year. Teaching objectives which stem from the EYFS learning outcomes and early learning goals are the foundation for planning activities, resources and teaching provision. Short term /weekly planning is developed from observations on children's learning and children's interests. Staff discuss and review these on a daily basis and in weekly team meetings to reflect upon what each child is showing interest in, and the developmental progress they are making. This allows each child to progress to their next step of learning and benefit from a well-planned sequence of learning that is progressive and challenging, and accessible to every child. The curriculum is flexible and offers appropriate learning opportunities and challenges for all children.

Monitoring Standards

Head of Nursery and Reception regularly moderates the Early Years Profiles with the Reception teachers as well as moderating these with our sister school RPPS.

Subject Leaders and the Head of Nursery and Reception are allocated time to conduct teaching observations, learning / listening walks and work scrutiny to monitor and validate classroom practice. There is also a Continual Professional Development (CPD) system in place and a new appraisal protocol, which

allows staff to be observed, supported and challenged to achieve their best. A mentoring system encourages supportive practice.

Inclusion (EYFS 2025, 3.76)

Kew Green Preparatory School embraces diversity through its non-selective admissions policy. We take into consideration the guidelines set out by the Special Educational Needs and Disability Code of Practice. Members of staff enable all children to reach their full potential and value individual ability, term of birth (age), special educational needs and/or disability, linguistic diversity, race, religion and ethnic background. We aim to provide a safe and supportive learning environment where all children are valued and where inclusive provision prevents discrimination and enables high quality learning.

Challenge for all children is key at Kew Green Preparatory School. We use a wide range of teaching strategies, differentiate the curriculum, adapt resources, carefully monitor progress and adjust provision to suit each child's individual needs, with a focus on the three prime areas. We encourage our children to learn collaboratively, showing kindness and tolerance toward fellow classmates. Our Learning Support Team and the Early Years members of staff will help families to access relevant services from other agencies where appropriate. Please refer to Kew Green Preparatory School's **SEND, EAL, MAGT, Equality, Diversity and Inclusion policy as well as the Curriculum and Accessibility Policies**

If a child enters the Early Years setting having been identified with SEND, the following protocol is adhered to:

1. Prior to entering the school, the Head of School, the SENCo, and Head of Nursery and Reception meet with parents to discuss the child's individual needs and any prior SEND support.

2. Head of Nursery and Reception visits the child's nursery setting, (if applicable), for a thorough hand-over and observation of the child in their previous setting.

3. The SENCo liaises with outside specialist support workers and collects any relevant documentation.

4. Preparation and support are provided by the SENCo and the Learning Support Team, to the new class teacher to ensure the transition is as smooth as possible into Kew Green Preparatory School Early Years.

5. The child visits the school for a welcome morning prior to the new school year and to familiarise themselves with the new learning environment. Staff are supported by the Learning Support Team to ensure the child settles fully and is able to succeed within the school.

If Early Years staff suspect a child has Special Educational Needs and/or Disabilities once they have settled into learning at Kew Green Preparatory School, the following protocol, in line with the SEND policy, is adhered to:

1. The Reception teacher will discuss concerns initially with the SENCo either via a meeting and/or by completing a concerns form, as well as meeting with parents.

2. The SENCo will observe the child in their learning environment (classroom or outdoor playground).

3. Recommendations will be made on how to support the child further within class, and these are shared and agreed with parents.

4. If the child does not make the expected progress despite in-class additional support, they may be provided with specialist learning support sessions specific to their needs. Alternatively, or in addition to, they may also receive support from an external agency, such as an Occupational Therapist (OT) or Speech and Language Therapist (SALT).

5. If required, the child may also be set targets, in the form of an Individual Education Plan (IEP), for within class. These will be written by the SENCo in conjunction with the class teacher. These targets are SMART and are shared and discussed with the child's parents. The targets are evaluated termly, or sooner if needed.

6. If the child still does not make the expected progress, despite Quality First Teaching (QFT), classroom adjustments and intervention, they will be placed on the SEN&D register.

7. Detailed observations of the child are regularly made as evidence of progress and attainment.

8. A small minority of children who have significant and/or complex needs may undergo an Education, Health and Care Plan (EHCP) needs assessment in order to establish their specific needs and the range of provision required to meet those needs. This process is outlined in the SEND Policy and is completed with parents' agreement and involvement.

9. Partnership with parents and the exchange of information with external agencies are particularly important in order that the needs of children with SEND are met effectively. Parents are kept informed at every stage through regular review meetings, chaired by the SENCo and class teacher.

If a child is found, or known, to be more able, the following procedure may be implemented:

1. The Leader of provision for more able children will be informed, and support or guidance provided to the class teacher/key person to enhance provision.

2. A more challenging curriculum will be implemented with the guidance of subject leaders and the child's attainment/progress will be closely monitored

If a child is identified to have English as an Additional Language, the following procedure will be implemented:

1. Members of staff will identify the child's prior language experience and any education they have received elsewhere.

2. Within the EYFS profile, the early learning goals (ELGs) for communication and language and literacy will be assessed in relation to the child's competency in English.

3. Learning opportunities are then planned to enable the child to develop their English. Activities will provide a range of experiences for children to engage in speaking and listening in English. This ensures children reach a good standard of English throughout the EYFS, ensuring children are ready to benefit

from the opportunities available to them when they begin Year One. They will also interact regularly with their peers and adults, through structured play using visual aids, such as pictures and puppets.

4. Children will have opportunities to engage in activities and first-hand experiences that do not depend solely on English for success. They will be able to participate in ways that reveal what they know and can do in the security of their home language. We ensure that children can develop and use their home language in play and learning and this will be actively promoted within the school environment.

5. If a child does not have a strong grasp of the English language, we will explore the child's skills in their home language to establish whether there is a cause for concern about their ability to communicate.

6. PROGRESS AND DEVELOPMENT IN THE EARLY YEARS

Transition from Nursery

Before a child begins at Kew Green Preparatory School, we request key information from their Nursery or other early years setting they may have attended, to support our understanding of new children's needs and assist with their transition into our setting. This includes their nursery report and talking with the child's key person from their early years setting. The nursery staff to gain a complex understanding of each child's needs prior to starting. Admissions and the Safeguarding team send a confidential form on any safeguarding concerns.

Baseline Assessment (EYFS 2025, 2.11, 2.12 and Annex B)

We believe that our initial assessments are best taken once children have started at Kew Green Preparatory School, so during each child's first few weeks they spend time working with their classroom teacher or teaching assistant to complete a series of baseline activities, along with observations made through their play and independent choice of activities. Throughout the first three full weeks of the year, each child is observed regularly throughout their learning day and assessed against the Prime Area of learning and literacy and maths known as our Reception Baseline Assessment. Our tracking document combines the Baseline activities, parent-shared information about the child and all the formative ongoing observations from the initial few weeks in school. These build a full picture of the child's abilities upon entry. From here, we can start to assess each child's learning needs, abilities and interests, and put into place differentiation and intervention groups to support every child's learning journey.

On-going Tracking and Assessment

The Reception Baseline Assessment begins our on-going assessment cycle, where each child's progress is assessed on a tracking document on a termly basis. This tracking document is updated and analysed 4 times a year by the Head of Nursery and Reception and Head of Assessment. The summer term assessment feeds directly into the final year summary of the child's learning stating whether they have achieved a level of 'emerging' or 'expected' in relation to the early learning goals (ELGs). We also award 'working above' the

ELG where appropriate. ELGs support teachers to make a holistic, best-fit judgement about each child's development, and ascertain their readiness for Year 1.The combined use of our internal tracking system, observations made during adult and child- initiated activities that then impact planning, teacher knowledge on each child and each child's online Tapestry 'Early Years Foundation Stage Profile (EYFSP)' enable teachers to make an expert professional judgement about each child's development in relation to the ELGs. While evidence is not required in photographic or written format, at Kew Green Preparatory School we feel these observations are good practice and support our analysis over time. Each child's class teacher also reviews and summarises the three 'Characteristics of effective teaching and learning'. All this information is then shared with the parents and/or carers in their child's end-of-year report which provides a short commentary on each child's skills and abilities in relation to three key characteristics of effective learning. Parents and/or carers are invited to share the results of the profile and discuss their child's progress with the key person/teacher who completed it. Upon request from our Local Authority, we provide EYFS Profile results on an annual basis for all children receiving Early Years Funding

Observations and assessments are an integral part of our teaching and learning provision. We have adopted a number of techniques that are listed below:

1. Observations and Next Steps – for example how the child chooses activities, the intensity of their interest and concentration, their adeptness at using equipment, and their emotion/level of satisfaction/joy in achievement

3. Adult interaction - when an adult is able to work with or alongside a child and asks questions or interacts with them, whether the child is dependent on the interactions and support of an adult/peer or is self-reliant and an independent, self-sufficient learner

4. Child interaction - recording details of conversations and the extent to how much the child is instigating/responding/complying/questioning/answering, and the learning that takes place

5. Specific tasks or activities - tasks that are focusing on clear learning objectives and outcomes, whether the child achieves independently

6. Photographic evidence - assess the children's work or participation in an activity

7. Parents are able to access their children's learning via our online profile 'Tapestry'. They are strongly encouraged to share observations of the child's learning from home and contribute their knowledge of what they know their children can already do

8. Regular Phonic assessments

9. Children experience one-to-one reading support with classroom teachers

10. Sight words are sent home and records kept in school of 'sight-word' knowledge

11. In the summer term, Reception children will undertake the PTE and PTM assessments (Pupil Progress in English/Maths).

If at any point, progress in one of the Prime or Specific areas gives cause for concern, class teachers will discuss this with parents and agree practical pathways to support and monitor the pupil. This may be through in class support, group support, or through 1:1 withdrawal with a member of the Learning Support team. The Head of Nursery and Reception, SENCo and teaching staff will guide parents, should there be a need to engage with external agencies. This may include Speech and Language or Occupational therapies. Further details on our learning support provision can be found in the SEND policy

TRANSITION TO KEY STAGE 1

At the end of the Reception year, children are prepared to move from the Early Years stage to the more formal educational style of Key Stage 1 (please refer to the Transition Policy). There are distinctive differences between the Early Years and KS1; however, children's personal independence, independent learning and the ability to choose activities and resources through decision-making continue to be promoted. As part of the transition process, a number of procedures are put in place:

- ensuring children and parents are fully informed about the process of transition
- preparing Reception children during their summer term by increasing the amount of time spent in focused groups and working independently.
- arranging for the children to meet and interact with their new teacher and assistant. Information about each child will be passed onto the Year 1 teacher. Examples include:
    - knowledge of sight words
    - knowledge of phonics
    - reading ability and level
    - EYFS profiles/ELGs
    - previous reports

At the beginning of Year 1 staff will:

- use the Early Years Foundation Stage Profiles to build upon children's learning and ensure the Early Years curriculum is provided for those who have not yet met their ELGs
- provide a wide range of child-initiated opportunities, set up within an exciting and stimulating classroom environment
- ensure children continue to be active learners, particularly during literacy and maths sessions
- provide opportunities for child-initiated play
- continue to make observations of the children to inform assessments

Please refer to the whole school **Transition Policy**

7. SAFEGUARDING AND WELFARE

References to other policies:

Please refer to the **Safeguarding Policy, Acceptable Use Policy** for information about our use of cameras and mobile phones in the school as well as our **Mobile Device Policy.**

Senior Leaders and Safeguarding Leads (EYFS 2025, 3.4 and Annex C)

Reception-Year 6: Designated Safeguarding Lead, with specific responsibility for safeguarding in EYFS (DSL):

Kathryn Loh (Deputy Head) kathryn.loh@kgps.co.uk 02089485999 ext. 431/40

Deputy Designated Safeguarding Lead (DDSL):

Amy Kinross (Head of Data and 11+) amy.kinross@kgps.co.uk 02089485999 ext. 414

Deputy Designated Safeguarding Lead: (DDSL)

Aidan McLaughlin (Headteacher) aidan.mclaughlin@kgps.co.uk 02089485999 ext. 402

Headteacher:

Aidan McLaughlin aidan.mclaughlin@kgps.co.uk 02089485999 ext. 402

Safeguarding Link Director:

Theo Brehony - Managing Director theo.brehony@gardenerschools.co.uk

Protecting our children (EYFS 2025, 3.5, 3.6, 3.9 and 3.10)

Our staff are attentive to any issues of concern in a child's life, in our setting, at home or elsewhere. We have a policy and procedures to safeguard our children. These are in line with the guidance and procedures of the relevant Local Safeguarding Children Partnership (LSCP). Kew Green Preparatory School sits within Kingston and Richmond Safeguarding Children Partnership. As a school, we adhere closely to all requirements set out within the Early Years Foundation Stage Safeguarding and Welfare Requirements (2025) as well as the updated guidance within Keeping Children Safe in Education (2025) and Working Together to Safeguard Children (2023).

- The Early Years team receive adequate training in child protection matters and have access to the policy and procedures for reporting concerns of possible abuse and the safeguarding procedures of the Local Safeguarding Partners.
- The Early Years team have adequate information on issues affecting vulnerability in families such as social exclusion, domestic abuse, mental illness, substance misuse and parental learning disability, together with training that takes account of factors that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture.
- We use available curriculum materials for young children, taking account of information in the Early Years Foundation Stage, that enable children to be *strong, resilient,* and *listened to.*

- Through the curriculum, staff promote the emotional and social skills of children in an age-appropriate way, including increasing their understanding of how to stay safe.
- During weekly meetings and supervision meetings held with the Early Years team Safeguarding and the Protection of children are always on the agendas.
- We adhere to the EYFS Safeguarding and Welfare requirements.

For matters regarding child protection and suitable staff and visitors to the school please refer to the following: Safeguarding Policy and GSG Safer Recruitment Policy. (EYFS 2025, 3.13 to 3.21)

We maintain records on CPOMS and obtain and share information (as appropriate) to ensure the safe and efficient management of the setting and to help to ensure the needs of all children are met. Confidential information about staff and children is held securely, only accessible to those who have a right or professional need to see it under the Data Protection Act (DPA) 1998 and, where relevant, the Freedom of Information Act 2000. Staff understand the need to protect the privacy of children at Kew Green Preparatory School and ensure that information relating to the child is handled in a way that ensures confidentiality. Parents and/or carers are given access to all records about their children, provided that no relevant exemptions apply.

Attendance policy (EYFS 2025 3.11 and 3.12)

It is the school's policy to follow up on any unexpected child absences. If a child is absent for a prolonged period of time, or if they are absent without notification, the Head of Nursery and Reception as the nominated DSL for the EYFS provision will ensure this is followed up. Attempts will be made to contact the child's parents and named emergency contacts to check on the child's well-being. The timescales for this will depend on vulnerability factors and information already known to the school about the child's welfare and home life. Any concerns will be reported directly to Kingston and Richmond children's services and a safeguarding note placed on the child's personal file.

The school regularly reviews its Attendance Policy and shares this with parents. This includes the expectations of parents to report child absences and the actions the school will take if a child is absent for a prolonged period, or absent without notice. The policy clearly outlines the school's duty to safeguard children.

Mobile devices, cameras and other electronic devices with imaging and sharing capabilities (EYFS 2025, 3.6)

The use of personal mobile devices is not permitted by members of KGPS staff within early years classrooms or classrooms where early years children are being taught. In case of authentication purposes through personal devices such as to log in to ISAMs or CPOMS all teachers teaching early years must set up their computers before the start of the school day or periods of the days when the children are not present in the classrooms. If a parent or other adult is visiting a classroom and they have their mobile device accessible, then they will be requested to put it away.

Wearable technology

In Early Years, staff are not permitted to wear any form of wearable technology, such as Smart watches, unless they are disabled to flight mode when children are present. Failure to adhere to this policy poses a safeguarding risk to children and other staff and may result in disciplinary action. Through the school's Whistleblowing procedures, all staff are expected to challenge any adult they observe on site who is wearing technology that has been activated to record and/or store images.

Please see the Whole School Mobile Device Policy

The School allows children to access the internet onsite under full supervision. Appropriate internet safety measures are taken to manage associated risks, including use of filters and monitoring of usage.

[Guidance for all staff (with specific mention of Early Years) is written in our Acceptable Use Policy. Use of Mobile Devices and the use of social media within our Safeguarding Policy as well as our e-safety documents.

Children have their photographs taken to provide evidence of their achievements for development records as well as displays and promotional media such as our in-house magazine (Kew Life) or our website. Under the Data Protection Act 1998, before any child joins the school, we obtain parental permission to take photographs or to film them. This permission covers the use of the photographs of the children taking part in an activity to advertise/promote the school.

We are a school that embraces the opportunity to 'capture' moments in our school life and Early Years staff are to use school-owned, designated iPads to capture the moment when in school and also whilst out on educational visits. Staff are advised to keep contact with children on a professional basis and to be prepared for their mobile devices to be open to scrutiny upon request from the Head of Nursery and Reception.

We do not allow any staff or visitors to use wearable technology that has not been placed in flight mode when children are present. This includes the wearing of Smart watches and devices, such as sunglasses with recording and camera functions. Any visitors to the school will have this policy explained to them on arrival, and staff are expected to challenge any adult who is on-site and appears to be in breach of this policy.

Whistleblowing (EYFS 2025, 3.7 and 3.8)

There is a clear expectation of all staff that they will consistently fulfil their statutory responsibilities to safeguard the welfare of children. This is made clear to staff in the staff handbook, the safeguarding policies and as part of their contractual employment agreement with the school. Any concerns, or suspected concerns that a child is being abused, or is at risk of being abused or harmed, MUST be reported to the Designated Safeguarding Lead (DSL). Where staff feel unable to raise a concern with a nominated DSL, or the concern is in relation to the DSL, staff must follow the school's whistleblowing arrangements and escalate their concerns either to an alternative DSL, or go directly to Kingston and Richmond Local Authority Designated Officer (LADO) or report a concern through the NSPCC Whistleblowing advice line. The contact details for these organisations are displayed freely throughout the school environment and make it clear that staff have a statutory responsibility to escalate their concerns. Failure to do so is outlined clearly in the employment contracts and may result in disciplinary action being taken.

Continuing Professional Development (CPD) and Staff Supervision (EYFS 2024, 3.34 and 3.35)

Staff are supported to undertake appropriate training and professional development to ensure they can continually improve the quality and development experiences they offer to children. 'Supervision' is a way for our staff to improve their professional and personal effectiveness in a supportive 1:1 meeting. This support is provided by the Head of Nursery and Reception, for staff to discuss any issues (particularly concerning children's development or well-being, including child protection) and identify solutions, as well as receive coaching to improve their personal effectiveness.

We ensure that all staff have up to date knowledge of safeguarding issues. Our training enables staff to identify the signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. Members of staff follow the government's statutory guidance 'Working Together to Safeguard Children July 2023' and the 'Guide for children and young people: Working Together to Safeguard Children' the 'Prevent duty guidance for England and Wales 2015' and 'Keeping Children Safe in Education 2025' statutory guidance.. If a member of staff has concerns about children's safety or welfare, they must notify agencies with statutory responsibilities without delay. This means the local children's social care services and, in emergencies, the police. We ensure all staff are suitable to work with children. Please refer to our Safeguarding Policy and Procedures

Managing Behaviour (EYFS 2025, 3.73, 3,74 and 3.75)

We believe that children's behaviour must be managed effectively and, in a manner appropriate for the child's stage of development and particular individual needs. We apply a warm and nurturing environment which is non-threatening. Most behaviour is easily managed within the class by the Reception team, however the Head of Nursery and Reception is also available should the need arise and is the named person for managing behaviour. All staff log behaviour and pastoral incidents on CPOMs, so that children's individual needs can be carefully supported in line with our **Behaviour, Rewards and Sanctions policy**. Please refer to our **Safeguarding Policy and Procedures** (including the EYFS) for a comprehensive overview regarding incidents of physical intervention.

Should a physical intervention be used, under our strict policy guidelines, a record is kept and the parents/carers of the child/ren involved are notified that day. Please refer to the Behaviour, Rewards and Sanctions Policy for a comprehensive list of Lower School procedures and protocols.

Physical intervention/Reasonable Force should never be part of a general regime. All members of staff have the power to use reasonable force in the following circumstances:

- In order to restrain a pupil to prevent serious and imminent injury to others
- Where a pupil is in danger of hurting him/herself
- To prevent a pupil from damaging property
- To prevent a pupil from causing disorder

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and always depends on the individual circumstances. When considering the risks, staff should consider the specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Risk Assessments (EYFS 2025, 3.91)

Risk assessments are completed on outdoor spaces and the EYFS classroom areas, the dining hall, walking around the school, Learning in Full Bloom and Extended Hours. This risk assessments are reviewed at least once a year or more frequently when the need arises. It identifies aspects of the environment that need to be checked on a regular basis. A record of these aspects, and when and by whom they have been checked is kept. The regularity of these checks is determined according to the assessment of the significance of individual risks. Daily risk assessments of the early years classrooms and outdoor areas are completed by staff each day.

Legislation and Guidance (EYFS 2025, 3.105)

This Policy bears due regard to the following statutory guidance and other advice.

DfE Statutory Guidance 'Keeping children safe in education' (September 2025)

DfE 'Independent School Standards' (April 2019)

DfE 'Statutory Framework for the Early Years Foundation Stage for group and school based providers' (September 2025)

DfE 'Early years qualification requirements and standards for group and school based providers, and awarding organisations and training providers offering qualifications in early years' (2024)

DfE 'Special educational needs and disability code of practice: 0 - 25' (January 2015)

8. POLICY REVIEW RECORD

This policy will be evaluated and reviewed by the Head of Nursery and Reception Annually

WRITTEN BY: Rowena Heaton, Head of Nursery and Reception
APPROVED BY: Aidan Mclaughlin - Head of Prep School
DATE: Updated September 2025
REVIEW DATE: September 2026