



EARLY YEARS
FOUNDATION STAGE
POLICY DOCUMENT
2026-2027

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Introduction and Aims

Mission Statement

To educate young people to meet the challenges of life courageously, to use their talents to the full, and to live the values of Christ's Gospel.

This policy has been written with reference to the Statutory Framework for the Early Years Foundation Stage: Group and School-Based Providers (Department for Education, July 2025, effective from 1 September 2025), Development Matters (2023), Birth to 5 Matters (2021), and the Independent School Standards Regulations (including the Commentary on the Regulatory Requirements, April 2024).

This policy should be read in conjunction with the school's Child Protection and Safeguarding Policy, Behaviour Policy, SEND Policy, Health and Safety Policy, Administration of Medicines Policy, Intimate Care Policy, Mobile Phone Policy, Educational Visits Policy and Complaints Policy.

In order for a child to develop they need to feel secure, happy and valued. Our aim is to provide a broad and balanced curriculum, for each and every child in a secure and happy environment. We adhere to the following:

- **Statutory Framework for the Early Years Foundation Stage** (DfE, 2025): *“Setting the standards for learning, development and care for children from birth to five.”* This framework, effective from **1 September 2025**, includes updated requirements for safeguarding, staff training, and child welfare, ensuring that all children are supported to thrive.

The Independent School Standards Regulations (including *Commentary on the Regulatory Requirements*, April 2024): These standards ensure that our provision meets the expectations for quality of education, spiritual, moral, social and cultural development, and the welfare, health and safety of students.

- We seek to encourage the children's intellectual and physical development through provision of a wide range of stimulating activities and the introduction of a variety of skills.
- We offer opportunities for self-expression which encourage creativity and imagination. We want to promote the development of confidence, independence, initiative and curiosity.
- By helping the children to understand the importance of sharing, caring for others, and working co-operatively, we aim to promote their social development.
- We aim to treat children as individuals and to ensure equal access to the curriculum.
- We believe that the emotional needs of the child are of paramount importance and so place great emphasis on praise and encouragement.

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- Positive attitudes and habits of learning are encouraged, which enables the children to work with increasing independence. The development of knowledge, skills and understanding in all aspects of the Early Years Curriculum provides a sound basis for progression to Key Stage One of the National Curriculum.

At Thornton College Early Years Department, we aim:

- To enable children to grow in the knowledge and love of God
- To foster children's academic, physical and spiritual growth.
- To provide an environment where children will be happy and where they will strive for excellence.
- To enable our children to discover their true potential and to work towards their full development.
- To encourage children to respect and value others and respond to their needs.
- To encourage children to see themselves and what they have to offer in the context of the wider community.
- To ensure that our young people are well-prepared for life in a rapidly changing world.
- To uphold British values.
- To provide the correct amount of space provided for per child as laid out in the EYFS statutory guidelines (3.58).
- To provide an outdoor learning space that maximizes the potential of our grounds.

Religious Education

Religious Education is integrated into the daily life of the child in the EYFS. Simple prayers are said. We seek to create an atmosphere which reflects Christian values and which gives a sense of belonging to a wider family - God's family. We develop the importance of celebration through festivals such as Harvest, Christmas, Easter and birthdays etc.

Children are encouraged:

- To explore the concept of 'Unique.'
- To answer the call of Jesus by loving one another.
- To focus on the values of helping, sharing and caring.
- To develop respect for self and others, including those of different faiths and cultures.
- To develop a respect for living things.
- To develop an understanding of the differences between right and wrong and the importance of fairness, honesty and responsibility.
- To explore a range of feelings such as wonder, joy and sorrow.

Curriculum

The EYFS curriculum at Thornton has been amended and updated to reflect the requirements of the most recent government guidance:

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- Statutory Framework for the Early Years Foundation Stage (DfE, 2025): mandatory from 1 September 2025, this framework sets the standards for learning, development and care for children from birth to five. Separate versions apply to group and school-based providers and to childminders. The framework establishes the learning and development requirements, educational programmes, assessment arrangements, and strengthened safeguarding and welfare requirements.
- Development Matters (Revised September 2023, Department for Education): non-statutory curriculum guidance that supports practitioners in delivering the learning and development requirements of the EYFS.
- Birth to 5 Matters (Published March 2021, Early Education): sector-led, non-statutory guidance that complements the EYFS by offering a principled and inclusive approach to early years practice.

Our curriculum is broad, balanced, and responsive to the needs and interests of each child, ensuring progression across all seven areas of learning and development. It supports children to become confident, capable learners who are well prepared for the next stage of their education.

Thornton College EYFS Department is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our provision being safe and inclusive, where learning is nurtured and encouraged in a happy, caring and fun environment and where positive behaviour is expected as all children enjoy their educational journey.

The Curriculum is carefully structured to enable children to practise and master the necessary skills needed to achieve the Early Learning Goals and aims to ensure that children's levels of well-being and involvement are high. Each new topic will be introduced with a consultation with children to gauge their current understanding and interests and will end with an opportunity to recall and reflect upon what has been learnt. In this way, children will be given the opportunity to engage, develop, innovate and express their ideas. The curriculum is designed to develop the EYFS characteristics of effective learning: Playing and Exploring, Active Learning, Creating and Thinking Critically and to promote their spiritual, moral, social and cultural development.

There are seven areas of learning and development which are all important and inter-connected. Three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

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

- English
- Mathematics
- Understanding the World
- Expressive Arts and Design

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At all times, children's individual needs, interests and stage of development are closely observed and this information is used to plan challenging and enjoyable experiences for each child in all areas of learning and development.

We aim to make the Early Years Foundation Stage a comfortable, attractive and stimulating environment for the children.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

Playing and Exploring

Children will have opportunities to investigate and experience things, and 'have a go'.

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practice and build on ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Active Learning

Children will have time and space to concentrate and keep on trying if they encounter difficulties and enjoy their achievements.

Active learning occurs when children are motivated and interested. We provide our children with independence and control over their learning. Our children develop their confidence and learn to make decisions. Children gain a sense of satisfaction as they take ownership of their learning.

Creating and Thinking Critically

We encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children are given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open-ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

Areas of Learning and Development:

Communication and Language

Language development is at the centre of everything we do in Early Years Foundation Stage. The development of children's spoken language underpins all seven areas of learning and development. Encouraging children and giving children opportunities to communicate thoughts, ideas and feelings

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and build up relationships with adults and each other, is essential to their development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. Our new curriculum has been specifically designed to develop our children's language and thinking skills. We aim to provide an enquiry-based, creative curriculum with learning opportunities crafted from the children's questions, purposeful dialogue and the world around them. To develop their thinking skills, children will be encouraged to articulate their thoughts as they explore and investigate.

We encourage children to follow instructions involving several ideas or actions. We give children opportunities to answer 'how' and 'why' questions about their experiences and in response to stories or events.

Children are given opportunities to talk, listen and be listened to each day in groups, 1:1 discussions, storytelling, songs, games, Nursery rhymes, poems, puppet sessions, role-play and child initiated activities.

Children are encouraged to use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

We encourage children to question why things happen and to give explanations. In all areas of learning we expect children to become comfortable using a rich range of vocabulary and language structures.

Physical Development

We aim to provide opportunities for children to be active and interactive and to develop the children's physical control, mobility, awareness of space and manipulative skills through a variety of indoor and outdoor activities building confidence as various skills are learnt. These skills relate also to children's ability in all aspects of the curriculum which require hand and eye coordination (such as reading and in spatial awareness).

Physical development permeates the curriculum:-

Children are encouraged:-

- To improve fine manipulative and co-ordination skills through handling a wide range of equipment, materials and tools.
- To move confidently and imaginatively with increasing control and co-ordination.
- To show awareness of space and others.
- To use a range of small and large equipment, and to improve the skills of running, jumping, balancing and climbing with increasing confidence and control.
- To explore the outside facilities in the setting or locality.
- To talk about ways to keep healthy and safe, including the importance of oral health, physical exercise and a balanced diet.
- To become independent in self-help, in dressing themselves and in matters of personal hygiene.

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The amount of activity the children should be doing follows the guidance set out in the Chief Medical Office published guidance on physical activity.

<https://www.gov.uk/government/publications/uk-physical-activity-guidelines>

Personal, Social and Emotional Development

It is our aim to develop a variety of social skills and personal values so that the children learn how to play, to work, to cooperate with others and to function in a group beyond the family.

Children are encouraged:-

- To develop confidence and self-esteem.
- To express themselves verbally.
- To recognise and delight in their achievements and the talents of others.
- To learn to cope with new experiences and change.
- To form positive relationships with adults and peers.
- To develop important social skills (negotiation, cooperation, listening, self-regulation, consideration, respect) and attitudes of fairness and honesty.
- To work independently and as part of a group.
- To concentrate for sustained periods of time.
- To treat living things and property with care, respect and concern and to be sensitive to the needs and feelings of others.
- To take turns and to share space, equipment and adult attention.
- To take part in appropriate celebrations and develop a sense of awe and wonder.
- To build on their natural curiosity and interest in the world around them.

English

Reading

We are passionate about developing the children's pre-reading and reading skills and create an inviting and stimulating reading area in the Reception classroom and in our outdoor area. We harvest a love of reading through our curriculum and continuous provision. Books and storytelling are central to many of our language activities. We encourage the children through daily activities to:-

- Enjoy rhyming and rhythmic activities.
- Use puppets and props to create their own stories.
- Sequence illustrations to order the events in a story.
- Use musical instruments to add sound effects to a story.
- Understand that words and pictures carry meaning.

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- Understand that we read left to right and from top to bottom.
- Retell stories both orally and through role play and predict what will happen.
- Enjoy books and to handle them carefully.
- Play sound, word or pattern matching games.
- Become confident readers, by word building with sounds.
- Participate in daily phonics lessons with understanding embedded through a variety of independent learning activities.
- Participate in daily reading activities in Reception.
- Take home books from the school reading scheme with progress being continually assessed.
- Visit the school library and take books home to share with adults.
- Share their ideas and record them in writing.

Writing

We encourage the children to write by:

- Providing exciting opportunities and real-life reasons to communicate through writing.
- Encouraging children to engage in fine-motor activities to develop muscle strength and dexterity.
- Giving them opportunities to experiment with “mark making” and always giving positive feedback and praise.
- Providing a variety of exciting mark-making resources and ensuring that all children engage in writing/mark making at every opportunity, across all areas of learning.
- Providing opportunities for children to discover their preference for left or right handedness.
- Teaching them to recognise and write their name.
- Encouraging them to read what they have written and value it.
- Encouraging them to write left to right.
- Encouraging them to link sounds to letters, naming and sounding the letters of the alphabet.
- Encouraging them to observe adults writing lists, shared writing of stories and rhymes and instructions.
- Valuing their writing, for example through the use of displays.
- Encouraging their emergent writing; allowing flexibility of the arrangement of their symbols and shape.

Linking Sounds and Letters

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Children in EYFS will follow a whole-school phonics scheme, Little Wandle Letters and Sounds Revised.' This scheme has been government approved and validated and includes an accompanying reading scheme, which complements the learning in phonics lessons.

We develop the child's awareness of sounds, rhythm and rhyme in words by:

- Singing Nursery rhymes and poems.
- Encouraging them to think of rhyming words.
- Developing awareness of rhythm during music lessons.
- Developing their ability to hear and enjoy alliteration.
- Clapping, stamping or beating instruments when singing or saying rhymes.
- Seizing opportunities for creating signs, messages, instructions and lists to be displayed in the indoor and outdoor environment.
- Providing opportunities for kinesthetic phonic activities in the outdoor environment to make learning fun and to engage all types of learners.
- Providing daily phonics lessons and activities
- Encouraging them to listen for sounds at the beginning, end and in the middle of words.
- Encouraging them to write a letter in response to a sound.

Handwriting

We aim to develop the correct formation of recognisable letters by:

- Providing activities that encourage hand eye co-ordination and left to right tracking.
- Teaching the children how to hold a pencil/whiteboard pen/mark-making implement effectively.
- Providing daily writing practice during phonics lessons with adults supporting individuals 1:1 to assess and correct letter formation.
- Giving the children practice in letter formation through a variety of gross and fine-motor activities.
- Giving the opportunity to draw anticlockwise circles and retrace vertical lines with a variety of materials and media e.g., scarves to create shapes in the air outside
- Providing plenty of opportunities for mark making.

Mathematics

The understanding of Mathematics in the Early Years is achieved principally through practical activities. The use and understanding of mathematical language and the development of simple mathematical ideas provide the foundation for numeracy. *"Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically."*

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Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding, children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.” (Statutory Framework for the Early Years Foundation Stage, DfE, 2025).

Through mathematical activity, young children can be helped to make sense of the world around them and solve practical problems. Therefore, we aim to give the children opportunities to experience a wide range of activities and play experiences designed to help them understand aspects of number, weight, size, capacity, time, shape, space, position, distance and measurement. We provide opportunities for the children:-

- To participate in structured activities using simple apparatus and real objects to develop understanding of the counting process and increase their ability to match symbols with a group of objects to 10 and to be familiar with larger numbers from their everyday life and to solve real-life problems.
- To become familiar with rhymes, songs, stories, counting games and activities.
- To compare, sort, match, order, sequence and develop one to one correspondence through everyday objects.
- To subitise up to 5.
- To recognise, describe and make patterns.
- To use appropriate language to describe spatial awareness.
- To use mathematical language to compare quantities by using suitable equipment including sand and water.
- To develop concept of scale, capacity, conservation and comparative measurements.
- To explore everyday materials and equipment.
- To share and discuss experiences using appropriate mathematical language.
- To use opportunities, both inside and outside, working with construction toys, to develop basic ideas such as shape, distance, position and measures.
- To engage in practical activities to develop awareness of number operations such as addition and subtraction.
- To become aware of the concept of time through appropriate experiences which utilise the pattern of the day: playtime, lunch time, snack time, etc.

Understanding The World

Knowledge and understanding of the environment, other people and features of the natural and manmade world are developed to provide a foundation for historical, geographical, scientific and technological learning.

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Weekly 'Forest Walk' activities are planned to engage all children in EYFS in exploring the beautiful grounds in which our school is situated. Learning is cross-curricular, and children are encouraged to use their senses to explore the world around them.

Children are naturally curious, ask lots of questions, are keen to make sense of the natural and man-made world and to explore a variety of materials, models and constructions.

Many opportunities for discussion and exploration are provided to enable the children to grasp basic concepts and to develop listening, observational and reasoning skills.

Children are encouraged:-

- To talk about where they live, their environment, their families and past and present events in their own lives.
- To notice features in the setting and local environment through walks, etc.
- To look closely at similarities, differences, patterns and change in things from both natural and man-made world and people.
- To talk about what they observe and record their findings in writing and drawing.
- To ask questions about why things happen and how things work.
- To choose materials and equipment appropriately to develop skills such as cutting, joining, folding and building for a variety of purposes.
- To use technology, where appropriate, to support their learning.
- To meet and talk with other people about the roles they play in the community through visitors coming to Thornton.

Expressive Arts and Design

We aim to develop the child's imagination and to enable them to express ideas and feelings about themselves and their environment in creative ways. Art, music, movement, dance, stories and poems, drama, imaginative play and design and technology are valued as means of self-expression.

Children are encouraged:-

- To represent ideas of what they see, hear, touch and feel by drawing, painting, modelling, dancing, roleplay and music making.
- To explore colour, texture, shape, form and space in two and three dimensions.
- To express themselves through painting and drawings using a variety of media.
- To choose a widening range of materials and appropriate tools to express their ideas and to develop manipulative skills.
- To talk about their work.
- To appreciate each other's work.
- To explore sound in a variety of forms and to listen and respond to music, songs, poems and rhymes.

- To show an increasing ability to use their imagination, to listen and to observe.

Learning Environment

The EYFS is well-resourced, and activities and resources are available each day to offer opportunities for independent learning across each area of the curriculum. The classroom is organised into areas of learning with resources carefully displayed and available for children to select and follow their own ideas for learning. Quality questions are displayed in each area to encourage children and adults to engage in meaningful dialogue. Opportunities for cross-curricular discoveries and investigations are facilitated and encouraged.

The equipment is continually reviewed and assessed to keep it relevant and attractive to the children. New ways to display resources and encourage children to engage in learning are prioritised.

The toys and equipment available in EYFS will encourage children to learn new skills and concepts.

The equipment we provide:

- Is appropriate for the ages and stages of the children.
- Offers the chance to develop physical, social, personal and intellectual skills.
- Features positive images of males and females from a range of ethnic and cultural groups, with and without disabilities.
- Includes a range of natural materials to encourage creativity and problem solving.
- Will encourage children to move towards the Early Learning Goals.
- Conforms to all relevant safety standards and is sound and well made.

Storage areas are clearly labelled to encourage children to make independent selections and to organise the equipment for learning. The children are encouraged to be responsible for maintaining their own learning environment.

The indoor space is organised thoughtfully so that different types of learners are provided for, with attention being given to each child's levels of well-being and involvement. The outdoor area ensures that all learners' needs are provided for.

The children's work is always displayed with care, carefully labelled so that the children can take pride in their achievements.

A balance of adult-led and child-initiated activities are provided for, which are delivered through indoor and outdoor learning.

EYFS staff reflect on the 'Characteristics of Effective Learning' when planning and guiding children's activities.

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In Early Years the class teacher is the key person for each child in the class. This ensures that the children feel confident and settled in the classroom and to build relationships with the parents/carers. It ensures that feedback on their child's development is consistent during their time in the Early Years classroom.

Learning through Play

Purposeful play forms a significant element of the learning experience. The adult's role is to develop vocabulary and deepen and extend thinking through purposeful interactions and relevant, open-ended questioning.

Through the provision of appropriate equipment and materials we ensure that the children encounter specific learning experiences.

We aim to give opportunities for different forms of play through:

- Imaginative play - for example role play area and small world play.
- Use of construction equipment.
- Games to develop early reading and mathematical concepts.
- Sand and water play.
- Outdoor play – children will have access to outdoor play on a daily basis.
- Malleable materials
- Use of technology
- Mark making resources.
- Art and creative resources

Outdoor Play Policy

Learning opportunities are provided in both our EYFS outside area and the wider school grounds.

The EYFS outside area encourages the children to follow their own interests during independent learning. All areas of the curriculum are planned for and resourced by staff as a team each week with resources added or enhanced on a daily basis in response to the children's interests and ideas. Cross-curricular learning is encouraged and adults are actively involved in supporting children's thinking, ideas and learning. Learning opportunities outside will reflect the themes and topics being investigated inside.

Early Years use the wider school grounds at least once a week to engage children in first-hand learning experiences and a varied programme of activities is planned by staff.

Ratios of staff to child are strictly adhered to for all inside and outside activities.

A walkie-talkie, first aid-kit and emergency medical equipment (inhalers and Epi-Pens) will be taken by a member of staff for all activities which take place in the wider school grounds.

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Early Years have a set playtime, in-line with the rest of the school, between 10.20-10.40am and this break is supervised by a qualified member of school staff, usually EYFS staff.

Lunch-time break for Early Years is spent in the EYFS outside area (or classroom if the weather is extreme) and is supervised by qualified members of school staff, usually EYFS. In the Trinity term, to support a smooth transition into the main school, the Early Years class also have playtime in the main school playground, helping them become familiar with the wider school environment and routines.

Promoting Positive Behaviour

It is fundamental for the development of children's personal, social and emotional development to set clear and developmentally appropriate expectations for behaviour within a safe and secure environment where children are free from the fear of being hurt or hindered. To achieve this, staff will:

- Use positive language when interacting with all adults and children.
- Consider children's ages and stages of development and particular individual needs when identifying and implementing strategies to manage behaviour.
- Involve children in the decisions that affect their daily lives. This is done by tuning into their feelings and behaviours as well as their voices e.g. helping children to devise rules for the playground.
- Ensure that where reasonable, there are enough popular toys, resources and sufficient activities available so that all children are actively engaged in learning.
- Praise and celebrate considerate and positive behaviours such as kindness or willingness to share by giving public praise and sharing achievements with parents/carers.
- Ensure children understand it is their behaviour and not the child as an individual that is unacceptable.
- Ensure adult attention is given in response to positive behaviour and that attention is never used to reward negative behaviour.
- Recognise that very young children are unable to regulate their own emotions, such as anger, fear or distress which may present as tantrums, snatching or biting. Therefore, staff will respond calmly and sensitively when helping young children to manage these feelings.
- Focus on ensuring a child's attachment figure in the setting, their key person, builds a strong relationship to provide security for the child.
- Work in partnership with parents and carers to identify and together resolve any underlying causes for negative and persistently challenging behaviour.
- Recognise that in some cases a child's educational need may affect their behaviour; where it is apparent staff will seek support from the EYFS Manager the Leader of Inclusion.
- Recognise that it is normal for young children to explore aggression through their play and that such play offers healthy opportunities to support personal, social and emotional conflict resolution.
- Help children to understand the effect their behaviour has on other children and adults. We do not force children to say sorry but encourage children to apologise for their actions in a range

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of ways, e.g., hug, provide a tissue for a crying child, share equipment. We ensure that this behaviour is modelled by all adults in the setting.

- Recognise that a consistent and planned approach is critical to effective behaviour management. Consistency among staff will ensure that children understand and respect the positive expectations set for behaviour within our setting.

In the event of an incident of unacceptable behaviour taking place within the EYFS setting, the child's class teacher will speak to parents or carers at collection time. If the class teacher is unable to speak to parents, another member of EYFS staff will do so.

It is forbidden to

- Use negative labels such as 'naughty' or 'silly'.
- Use physical punishment, such as smacking or shaking and so far as it is reasonably practical, staff shall ensure that physical punishment is not given to any child by any person who cares for or who is in regular contact with children .
- Use approaches intended to single out and humiliate children.
- Shout or use raised voices in a threatening manner in response to children's negative behaviour.
- Use or threaten corporal punishment, or punishment which could adversely affect a child's wellbeing.

Assessment

Observation and Assessment:

We aim to assess the children's individual needs through evidence gained from observations, listening to children and conversing with them. This then enables us to differentiate activities effectively and develop a curriculum which matches the needs of the children.

After completing entry observational assessments in Pre-Reception we carry out continuous formative assessment of the children to ensure excellent progress is made by all children from their starting point. A formative Baseline Assessment is completed at the start of the Reception Year. We involve parents with their child's development with our Next Steps reports and academic reports throughout the year.

The Reception Baseline Assessment (RBA), introduced in September 2021, remains a statutory assessment for all children entering Reception. It is a short, practical and interactive assessment of early literacy, communication, language and mathematics, which must be completed within the first six weeks of a child starting Reception. The RBA provides a snapshot of each child's starting point and, alongside ongoing formative assessment, enables practitioners to monitor progress and tailor learning experiences. Observations and assessment information are used to plan next steps and set appropriate targets as each child works towards achieving the Early Learning Goals.

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All members of staff are involved in gathering information/evidence and making observations. Observations should be used to inform interactions with the child to extend thinking and enable the child to further engage with learning and make progress. Observations are not made at a distance from the child but will be part of meaningful adult-child interactions during investigations and activities chosen by the child.

Assessment should not involve prolonged breaks from interaction with children or require excessive paperwork. When assessing whether a child is at the expected level of development, practitioners should draw on their professional knowledge and understanding of the child, rather than relying on the collection of physical evidence. This approach is outlined in the Statutory Framework for the Early Years Foundation Stage (DfE, 2025).

The role of the adult is to help the child to take the next steps and not to simply record what they can already do. Progress will be tracked which will enable judgements to be made about age-related achievement, next steps, targets and possible interventions to close gaps in attainment.

Children in Reception may also be assessed using age-appropriate summative assessment in Maths and English at various points throughout the year.

EYFS Profile

The EYFS framework requires the EYFS Profile assessment is carried out in the final term of the year in which a child turns 5. Therefore, in the second half of the Trinity term, the Reception teacher will complete the EYFS Profile for each child by the required deadline.

Each child's level of development is assessed against 17 early learning goals (ELGs) across all 7 areas of learning in the EYFS. The Profile is intended to provide a reliable and accurate summative assessment of each child's development at the end of the EYFS to support children's successful transitions into Year One.

Students are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development (expected)
- Not yet reaching expected levels (emerging)

In cases where children have an outcome at the 'emerging' level, teachers should provide additional information to help the Year 1 teacher plan an effective curriculum. In these cases a formal meeting will be had with parents prior to them receiving the results to help aid the parents in supporting their child's development. This meeting will also ensure the parents are aware of the provisions we have in place to support their child's development.

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child as part of the Trinity report. The profile is

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moderated internally (referring to the Development Matters guidance) to ensure consistent assessment judgements.

EYFS profile data is submitted to the Headteacher and provided to the local authority if requested.

Reporting

Parents of children in Reception receive a written report at the end of the Michaelmas term and Trinity term and are invited to attend parent consultation meetings during the Lent term.

In addition, the Reception teacher will complete the EYFS profile and share the results with parents. Parents will be offered the opportunity to discuss the report with the teacher who completed it. This meeting should be within the term in which the profile has been completed. Parents are involved in the assessment process on a regular, ongoing basis. They are encouraged to engage with their child's learning and development. The Reception teacher will give parents a written summary of their child's attainment against the ELGs. All independent schools must comply with the statutory requirements set out in the EYFS assessment and reporting arrangements, including the Reception Baseline Assessment (RBA) and the Early Years Foundation Stage Profile (EYFSP), as outlined in the latest guidance from the Department for Education (DfE, 2025).

Parents as Partners

Parents are the first educators of their children. We aim to support their work and create a dynamic working partnership with them.

We will:

- Make all new parents aware of our policies and procedures.
- Ensure that parents receive regular verbal reports on their child's progress and encourage an on-going dialogue between home and school.
- Share information with parents and offer support to learning in the home.
- Ensure that parents can contribute from their own skills, knowledge and interests in aiding the children's learning.
- Ensure that all parents are aware of all meetings, conferences, workshops and training.
- Ensure that the timing of meetings does not exclude anyone.
- Welcome all contributions from all parents.
- Ensure that all parents are aware of the Complaints Procedure.
- Provide opportunities for parents to learn about Early Years Foundation Stage education, both in the setting and at home.
- Celebrate the children's successes and discoveries.

Parents are invited to share information about their child, including medical, dietary and their individual development prior to starting in the Early Years class. New starters will complete an admissions process with the Admissions Department, and information will be gathered electronically via 'My School Portal' to which all staff have access. Parents are encouraged and welcomed to share information in person, at

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drop off or collection time, or by email. We actively promote parents to communicate information about their child's successes and progress and to raise issues which may occur both at home or at school. Parents are welcome to arrange a meeting with staff at any point during the year and staff will ask parents to meet them if a particular need arises.

Staff take every opportunity to discuss with parents, their child's progress and set targets or next steps for their child. In Early Years, Parents' Evening is held in the Lent term and written reports are sent home twice a year.

Each parent receives a half-termly letter informing them of topics for the half-term, special events, general information and requests. Parents are invited to various events throughout the year, for example, the Harvest Festival, the Nativity Play, an Easter bonnet parade, Sports Day and a class assembly.

Admissions

Admissions are the responsibility of Thornton's Admissions Department.

We arrange our waiting list in birth order. In addition, we may take into account siblings already attending the school.

- We describe the EYFS and its practices in terms which make it clear that it welcomes parents, other relatives and carers, including childminders. We describe the EYFS and its practices in terms of how we treat individuals, regardless of their gender, special educational needs, disabilities, background, religion, ethnicity or competence in spoken English.
- We monitor the ethnic background of children joining the group to ensure that no accidental discrimination is taking place.

We make our Equality of Opportunities Policy widely known.

- From **September 2025**, eligible working parents may also apply for **up to 30 hours of funded childcare** per week for children aged **nine months and older**, depending on their circumstances. Parents must complete the **PPA-U Form** before the Early Years Provider can claim the funded entitlement on their behalf. This form is **mandatory** and must be submitted in advance of the funding claim.

Settling in

We ensure that all children and parents feel confident and informed through effective communication. We aim to make children feel safe and happy away from their parent/carer. We support them to recognise other adults as a source of authority, help, care and support. We enable them to share their experiences in EYFS with their parents when they are collected at the end of the session.

During the first session we keep in close contact with parents/carers. If the child is upset on the parent/carer's departure, we will make contact with parents later in the day to reassure them and discuss their child's day so far.

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If the child does not settle, the periods of parental/carer absence are kept short initially and are gradually extended to an entire session. We will phone parents/carers if their child is distressed and needs to be collected early.

At the end of the child's session, a member of staff will discuss how the child has settled and discuss if further 'settling in' sessions are necessary.

Organisation of the Setting

The EYFS at Thornton consists of a mixed Early Years Class ranging from 3 to 5 years. Pre-Reception accepts girls from three years old. Girls are accepted into our Reception Class from the September following their fourth birthday.

Staff work closely together and provision, planning, assessment and progress in Early Years is overseen by the EYFS Manager.

Ratios of staff to children

We follow staffing regulations as set out in the Statutory Framework for the Early Years Foundation Stage (DfE, 2025) for group and school-based providers, *Setting the standards for learning, development and care for children from birth to five* (effective from 1 September 2025).

Children are always adequately supervised. Staff deployment is planned carefully to ensure children's individual needs are met, and parents/carers are kept informed about staffing arrangements. Each child has a key person, and regular communication is maintained between the key person and the child's parent/carer. Children will usually be within sight and hearing of staff, and always within sight or hearing.

Reception

- Where children are, or will be, aged five or over within the school year, and are supervised by a qualified teacher, the required ratio is 1:30.

Pre-Reception

For children aged three and over:

- There must be at least one member of staff for every eight children, and at least one member of staff must hold a full and relevant Level 3 qualification.
- Where a member of staff holds Qualified Teacher Status (QTS), Early Years Teacher Status (EYTS), or Early Years Professional Status (EYPS), the ratio may be extended to 1:13, provided that at least one other member of staff holds a full and relevant Level 3 qualification.

These ratios are in accordance with the Statutory Framework for the Early Years Foundation Stage (DfE, 2025) and the ISI Commentary on the Regulatory Requirements (April 2024).

Arrivals and Collection

Children in Early Years may arrive between the times of 8.00am - 8.30am. This 'Early Bird' provision is available to all parents of children, free of charge. Parents are requested to ring the bell at the front

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door of the Claudine Thevenet building. A member of staff will greet the child at the door and take them to unpack their belongings. Children in Early Years are requested to arrive by 8.30am to enable the register to be completed. Assembly or prayers will begin immediately after the register.

Collection time for children in Early Years is 4.00pm unless they attend morning sessions only. Children may only be collected at these times and not between these times. School ends at 4pm for children in Reception and parents collecting at this time should wait at the front door of the Claudine Thevenet building for their child to be brought to them.

Children in Early Years may attend additional 'Late Stay' provision from 4.00pm - 6.00pm if required. This additional 'Late Stay' provision is provided by Early Years staff and must be booked in advance. There is a termly charge for this provision. Parents are asked to email the finance department to book 'Wrap Around Care': finance@thorntoncollege.com

If a child is attending Pre-Reception for the morning only, the session finishes at 11:30am. If a child is attending Pre-Reception for the afternoon only, the session begins at 12:30pm.

Children in Pre-Reception may be collected at 11.30 am, after lunch or between 4.00pm and 6.00pm. Parents should inform us of the person who will regularly collect their child.

Parents/carers are requested to ring the bell at the main entrance to the building. A member of Early Years staff will ask them to wait outside and then bring the child to them.

We ask all parents to inform us if someone else is collecting their child. We ask for a name and a brief description of the person, if we have not met them before, and a password. This change is written on the white board in Pre-Reception so that all members of staff are aware of the change. In emergency situations, a password is used. This password must be stated before we allow the child to leave our care.

Non-Collection of Children

If a child has not been collected at the expected time a member of staff will phone the contact numbers to ascertain the whereabouts of the parent/carer/emergency carer.

If contact has not been made by parents and they are more than an hour late collecting their child, the EYFS Manager and Deputy Head will be informed. The EYFS Manager/Deputy Head / Headteacher will monitor the situation and make contact with the police if appropriate.

If a child has not been collected at 11.30am and contact cannot be made, the child will have lunch with the other children whilst awaiting collection. A member of staff will continue to try to make contact. If a child has not been collected at 1.00pm or at 4.00pm the above procedure will be followed whilst the child remains in the care of the Early Years Foundation Stage staff for the remaining session. If a child has not been collected at 6.00pm and contact cannot be made, two members of Pre-Reception staff will remain until the child is collected by their parents or emergency person.

In the event of a child not being collected by 7.00pm and our failure to make contact with the parents, the EYFS Manager, Headteacher or a member of the Senior Leadership Team, will inform the police.

Missing Child

The class register is taken morning and afternoon by a member of the EYFS staff. Any absences are followed up immediately and noted in the register. If a reason has not been given in person by the child's parent/carer or by email, then parents/carers are telephoned.

All children are counted when leaving the EYFS building; when they arrive at their destination and on their return to the Early Years classroom, to ensure that all children are present.

Should an occasion arise where a child may have left the building or become separated from the group, the school bell will be rung, all children gathered together and a head count taken.

The following steps should be taken if a child is missing:-

- Search the building and grounds in the immediate vicinity of EYFS. If the child has gone missing whilst moving from one part of the school to another, retrace their steps and check all the rooms, toilets and corridors on the route and nearby.
- Inform the Headteacher immediately that there is concern that a child may be missing.
- The Headteacher or Deputy Headteacher to telephone the police and parents if the child has not been located within ten minutes. At this point the child will be classed as a lost child.

Occasional Extra Session

Parents who wish to change their child's sessions at Pre-Reception, are welcome to do so by contacting the Finance Manager. To help with the organisation and administration of Pre-Reception, it is desirable that these changes are made at half-term or at the end of term.

We are sorry that we cannot exchange sessions because of medical appointments or holiday arrangements. However, where possible and where Health and Safety procedures allow, we will do our utmost to support families in an emergency and occasional extra sessions may be available as a one-off request providing staff/child ratios are met.

Transition (see Appendix A)

To ease the transition of children into Early Years we will:

- Ask for background information regarding the child to be given to the setting to aid transition.
- Appoint a key person to each family to build up relationships and help settle children into the setting to aid their social and emotional development.

Parents requesting a place in Reception for their child from external schools are invited to meet the Reception Teacher with their child.

The EYFS Manager is responsible for supporting planning, teaching, assessment and progress in Early Years to ensure the curriculum supports the children's individual needs.

Health and Hygiene

Personal and Intimate Care

In our setting, the intimate and personal care of the girls is managed in a professional, safe, and respectful manner. This may include support with toileting, changing clothes, or other personal care needs. Students are supported with dignity and afforded privacy when using the toilet facilities, with separate cubicles provided for their comfort. When a child requires changing, other students are directed to use the alternative toilet facilities in the classroom to ensure confidentiality. Staff maintain clear communication with each other when assisting a child, keeping the main toilet door open in line with safeguarding practice, while still allowing the student appropriate privacy in the cubicle. Independence is promoted at all times; however, when a child requests support, staff provide this sensitively and appropriately to meet their individual needs. All personal care procedures are carried out in accordance with our safeguarding policy, ensuring accountability, transparency, and the safety of both students and staff.

Oral Health

In EYFS, the promotion of oral health is linked to learning about self-care, healthy eating and physical development. Children are encouraged to discuss their own oral health routines at home and share experiences of visiting the dentist. Discussions about toothbrushing with fluoride toothpaste as children arrive at school are encouraged and parents are offered knowledge and practical advice to support oral health at home.

Practitioners provide resources and plan activities to engage children in reading stories about teeth and smiles, talking about healthy food and drinks that help to grow strong teeth, and those that do not. Children are helped to look at their own and each other's teeth, using mirrors.

In EYFS we also support children's awareness of oral health by:

- visiting dentists or having them visit
- providing or showing toothbrushing kits
- showing toothbrushing routines
- displays in classrooms

Hygiene

All adults involved with EYFS will ensure that the following good practices are observed:

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Hand-washing procedure to be followed by children and staff at frequent intervals.

Staff to monitor children's hygiene and to ensure hands are washed when necessary.

School provided spray to be used to clean tables and equipment after use. Spray to be used with paper towels, with these being disposed of safely.

Rooms and surfaces cleaned before and after snack.

PPE to be worn if preferred or needed.

Personal Hygiene

- Hands washed with soap and warm water after using the toilet and before handling food.
- Earrings will not be shared by children with pierced ears.
- Tissues will be provided and children are encouraged to blow and wipe their noses when necessary and to dispose of soiled tissues hygienically.
- Children will be encouraged to cover their mouths when coughing.
- Paper towels will be provided and disposed of properly.
- Staff will be aware of how infections, such as HIV, can be transferred by bodily fluids, for example.

Cleaning and Clearing

- Spills of blood, vomit or excrement will be wiped up and flushed down the toilet. Disposable gloves will be used, and floors and contaminated fabrics will be thoroughly washed. Spillage kits to be used.
- Bagged nappies will be taken immediately to the outside bin by a member of Pre-Reception staff.
- Spare clothing for use in the case of accidents will be available, and plastic bags for the soiled items.
- All surfaces will be cleaned daily before use and during the day when required

Food Hygiene

- Pre-Reception and Reception staff will strictly observe rules regarding food hygiene, registration and training.
- When eating children must be within sight **and** hearing of a member of staff.
- Hands will be washed before preparing food and after using the toilet.
- No adult suffering from infectious/contagious illness or skin trouble will be involved in preparing food.
- No smoking will be allowed anywhere on the premises.
- EYFS staff will be alert to the risk posed by coughing or sneezing over food.
- Waste will be placed in an enclosed bin and removed daily from the building.
- Paper towels will be used to dry hands and disposed of carefully.
- All utensils will be kept in a dust-free cupboard or drawer.
- EYFS staff will check food temperature with a thermometer when cooking, observing statutory requirements. If food cannot be reheated, it will be labelled accordingly.

General

EYFS staff aim to maintain a high level of hygiene and safety for all the children:

- Toys and equipment are regularly checked for damage and sterilised. A record is made of equipment cleaned.
- In Pre-Reception, all crockery and cutlery are washed each lunchtime and/or evening. The dishwasher is always set on a programme of 60°C. In Reception and Pre-Reception, children bring in their own water bottle which is taken home every evening to be washed and re-filled.
- Disposable gloves are always worn by staff when helping a child with toileting. A disposable apron is also worn by staff when cleaning a child who has soiled herself.
- Routine risk assessments are carried out.
- Tables are wiped and disinfected before snacks, and at the end of each session.
- The classrooms and toilets are cleaned twice daily.
- Children wash their hands with antibacterial soap after using the toilet and before they eat.
- Wet wipes or soap and water are used to clean hands and face after lunch.
- All children have a plate or lunch box at snack times for their food.
- Any issues or possible hazards identified must be reported to the EYFS Manager and will be dealt with in accordance with school policies.

Food

- When eating children must be within sight **and** hearing of a member of staff
- At least one member of staff with current Paediatric First Aid (PFA) training must be available on the premises at all times.
- All meals and snacks provided will be nutritious and pay due attention to children's particular dietary requirements.

We regard all mealtimes as an important part of the child's session/day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We endeavour to provide:

- Pleasant eating areas for children and staff with adequate time for unhurried eating;
- An overall school environment that encourages children to make healthy food choices;
- Opportunities and encouragement for staff to model healthy eating habits;
- Strategies to involve family members in supporting children to make healthy food choices and develop healthy eating habits.

At meal times, we aim to provide nutritious food, which meets the child's individual dietary needs. We aim to meet the full requirements of the ISI's Care Standards on Food and Drink and of the Food Standards Agency. Information about meals and snacks is available on the school website.

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- Before a child attends Thornton College EYFS Department, we find out from parents their child's dietary needs, including any allergies.
 - Information about all students' dietary requirements and food allergies is recorded on a 'Dietary Requirements' form. To ensure the health, safety, and wellbeing of students, details of all dietary requirements and food allergies are accessible to all staff. This enables staff to respond appropriately during meal times, activities, educational visits, and in the event of an emergency. This information is also shared with the catering team to ensure students' dietary needs are safely and consistently met. All information is managed in accordance with data protection and confidentiality requirements.
 - Details of allergies or any special dietary requirements required by the children within 'Late Stay' provision, (which also includes children from Year One and Year 2), is held confidentially, and with the permission of the parents, are made available to all staff to ensure the children's health, safety, and wellbeing. This enables staff to respond appropriately to dietary needs, prevent exposure to allergens, and act promptly in the event of an allergic reaction or other dietary-related emergency.
 - We regularly consult with parents to ensure that our records of their child's dietary needs, including any allergies, are up to date. Parents are expected to inform the school promptly of any changes to their child's dietary requirements, allergies, or medical advice so that records can be updated and appropriate arrangements can be maintained.
 - We maintain up to date information about individual children's dietary needs and ensure that all staff are fully informed about them. Any updates are recorded immediately on the school's shared dietary information document, and the catering team is informed without delay to ensure appropriate arrangements are maintained.
 - We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and their parents' wishes.
- We provide nutritious food at all meals and snacks, avoiding large quantities of fat, sugar and salt and artificial additives, preservatives and colourings.
- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children, and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
- We require staff 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 their diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils which are appropriate for their ages and stages of development, and which take account of the eating practices in their cultures.
- We have fresh drinking water constantly available for the children. We inform the children about how and where to obtain the water and that they can access it at any time during the session/day.

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- We offer children staying late an appropriate meal or snack.
- We inform parents who provide food for their children about the storage facilities available in the EYFS.
- We give parents who provide food for their children, information about suitable containers for food.
- We have rules about children sharing and swapping their food with one another to protect children with food allergies.
- For children who drink milk, we provide pasteurised milk.

Medical Needs

A member of staff from the Health Centre will meet with parents of children in EYFS with special medical needs to discuss the medical need. An individual care plan will then be given to the parents to be completed in conjunction with the child's GP and any other specialists involved in the medical care of their child. This policy will provide a basis for ensuring that children's medical needs receive proper care and support from the school.

Administration of Medication

As part of the school's admissions process, parents are required to complete a medical information form providing details of their child's medical history, health needs, and any known allergies. The form also includes consent for the administration of non-prescribed oral medications, such as paracetamol (e.g. Calpol) or antihistamines (e.g. Piriton), where appropriate.

If it is considered necessary to administer a non-prescribed oral medication (such as paracetamol or an antihistamine) that has not been specifically requested or authorised in advance, parents will be contacted by telephone to obtain their consent before any medication is given. A medication administration record detailing the medication, dosage, date, and time of administration will be completed by the member of staff administering the medication and signed by the parent or carer when the child is collected.

Parents are also required to inform staff if they have administered any medication to their child at home before the child attends school or the setting, including paracetamol, antihistamines, inhalers, or any other medicine. The name of the medication, dosage, and the exact time it was administered must be provided to ensure the safe management of the child's care.

If a child requires prescribed medicines to be administered during their session time, the appropriate 'Medication Consent Form (EYFS),' must be filled in and signed by the parent or carer on arrival at the setting. When medicine has been administered, the date and time of administration must be noted on the form. A completed form indicating time and dosage given to the child will be given to parent/carer at collection time. A separate form containing the same information is retained in EYFS for our records.

Two members of staff must be present when medicine is administered. Prescribed medicine for all EYFS children will be administered in the EYFS setting. The school follows the requirements of the *Statutory Framework for the Early Years Foundation Stage* (DfE, 2025), which states: "Prescription

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medicines must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor)."

It is essential that any child needing medication should have it brought to Early Years for administration and safe keeping. No child should have any medication on their person or in their belongings.

If a child has a severe food-allergy and an EpiPen has been prescribed by a medical professional, a named EpiPen is kept in the medical cupboard in Pre-Reception or Reception. When we leave Early Years to visit other parts of the school, the EpiPen is taken. An Epi-pen will be taken to the dining room if the child with a food-allergy stays for lunch.

If a child has been prescribed an inhaler by a medical professional, a named inhaler is kept in the medical cupboard in Pre-Reception or Reception. When we leave Pre-Reception or Reception, the inhaler will be taken with us.

The Medical Centre will be informed of any child with severe allergies requiring an adrenaline auto-injector or any child requiring an inhaler. Spare emergency medication will be stored in accordance with the school's medical procedures.

Each child requiring these medicines will have a named and clearly labelled box containing the medicine in the EYFS setting. This will be stored in a locked cupboard. All medication, including inhalers, are to be clearly labelled with:

Child's name and date of birth

Written instructions provided by parents or doctor

Prescribed dose and storage

Expiry date

Original packaging

- All medication will be administered in the presence of 2 trained members of staff and recorded.
- Any medicine brought in **should not** be administered without clear parental consent.
- Parents/carers will be contacted prior to the administration of any oral medication wherever practicable. In an emergency, where immediate treatment is required to safeguard a child's health or wellbeing, medication may be administered in accordance with the child's care plan and school procedures, and parents/carers will be informed as soon as possible thereafter.
- Medication is to be given to a member of staff in EYFS
- No child should be forced to take medication.
- Before administering any medication, staff will check the child's consent form to ensure that parental consent has been given.
- All medicines prescribed or over the counter medicines must be in their original container.

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- All medicines will be kept in a high cupboard, out of reach from children. All parental consent and administration forms can be found in the medicine folder in the medical cupboard.
- Staff will inform parents before a child's medication has reached its expiry date.
- Staff medication on the premises must be securely stored and out of reach of children at all times.

First-Aid

A sufficient number of EYFS staff hold current Paediatric First Aid (PFA) qualifications in accordance with the requirements of the Statutory Framework for the Early Years Foundation Stage. At least one member of staff holding a current PFA qualification will be available at all times when children are present and will accompany children on educational visits where required.

It is essential that there is accurate, accessible information about how to obtain emergency aid.

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Any medicine requiring medical or technical knowledge will be administered by trained staff only. Pre-Reception and Reception staff have been trained in the use of an EpiPen and inhaler.

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- All EYFS staff will undertake Paediatric First Aid (PFA) training in accordance with the requirements of the *Statutory Framework for the Early Years Foundation Stage* (DfE, 2025). PFA certification will be renewed every three years. Training will be provided by an appropriately accredited external training provider.

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- Sticking plaster will be used to cover cuts or open sores on adults and children. Staff will ensure that the area has been thoroughly cleaned, and any grit removed first. Staff must check whether children have allergies to plasters and if so, seek advice from Matron.
- We will not accept children after a general anaesthetic unless at least 24 hours have elapsed.

Head Bumps/Injuries

In the event a child bumps their head, a first aider must immediately assess for signs of injury/concussion and apply appropriate first aid.

For all head bumps/injuries, the child should be issued a Head Bump Wristband immediately after assessment, ensuring the time of bump/injury is recorded on the wristband.

The wristband should remain on for the rest of the school day to alert all staff that the child has had a head bump/injury.

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The class teacher/EYFS member of staff should be informed and the incident recorded in the accident book.

Parents/guardians must be informed either by phone call or email (if appropriate) to ensure they are aware of the injury and know what symptoms to monitor for at home.

Staff should be extra vigilant for signs of deterioration (e.g., headache, dizziness, nausea, vomiting, drowsiness, changes in vision, poor memory, changes in behaviour). If any changes occur, to seek immediate medical advice and contact School Nurse.

Infectious Diseases

- Parents are asked to keep their child away if they are suffering from an infection, and to inform EYFS staff of the infection as soon as possible. We will not accept a child suffering from an infectious illness until the infectious period is over.
- Children should be kept away for 48 hours after an attack of vomiting or diarrhoea.

Keeping Children Safe

The safety and welfare of children is of paramount importance. The school has a designated safeguarding lead (DSL) and deputy designated safeguarding leads (DDSLs) who oversee safeguarding arrangements. Current safeguarding contact details can be found in the school's Child Protection and Safeguarding Policy.

The safety of children is of paramount importance. In order to ensure the safety of both children and adults EYFS staff will:

- Make sure that children are supervised by adults at all times and always remain within sight and/or hearing of an adult.
- Have an Accident Book at each session to report any accidents. Parents will be informed verbally at collection time of any accidents. Parents will be contacted during the sessions to report any bumps to the head and reminded of the signs to be alert to when collecting their child.
- Make regular checks of the Accident Book.
- Ensure that all adults are aware of the system for the arrival and departure of children and ensure that a member of staff will be at the door during these periods.
- Staff must not use personal mobile phones or personal electronic devices with imaging or sharing capabilities within the EYFS setting. School-owned devices, including iPads and mobile phones authorised by the school, may be used for educational purposes, communication and the recording of children's learning and development, in accordance with the school's Camera Use Policy, Acceptable Use Policy and safeguarding procedures. Images of children must only be captured on approved school devices and stored securely.
- Allow children to leave only with authorised adults.
- Ask for a password to be given by any adult collecting that staff are not familiar with.

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- Check the safety of the premises, both indoors and outdoors, before the beginning of each session.
- Ensure that the outdoor play area is secure.
- Regularly check equipment and toys and remove any dangerous/broken items. A full Risk Assessment to be carried out annually on all toys and equipment. A visual check will be made of the classrooms before children are allowed into the setting for each session to identify any possible hazards or faulty equipment.
- Where hazards or faulty equipment are identified, staff will report the issue to the EYFS Manager. All associated equipment will be removed until it can be repaired or replaced. The Maintenance Manager and Bursar will be contacted with any concerns and health and safety matters.
- Ensure that the layout of equipment enables adults and children to move freely between activities.
- Ensure that fire doors are never obstructed.
- Store all materials, such as cleaning materials and medicines, out of the reach of children.
- Ensure that children do not have unsupervised access to the kitchen, cookers or cupboards containing dangerous materials.
- Not allowing adults to carry hot drinks away from the kitchen area. All mugs must have lids.
- Register those present at the beginning of each session to ensure a complete record of those present in case of an emergency.
- In line with EYFS 3.82, staff will take all necessary steps to prevent a child going missing. Regular headcounts will be completed throughout the day, especially during transitions, outdoor play, and outings. If a child is identified as missing, the staff member will alert the EYFS Manager/Head immediately, ensure the remaining children are supervised, and conduct a search of the immediate area. If the child is not found promptly, parents and the police will be contacted. A written record will be made, and procedures reviewed to prevent recurrence.
- Ensure that no smoking is allowed on the premises at all times.
- Practitioners are not to be under the influence of alcohol or any other substance which may affect their ability to care for children. Staff on any long-term medication will be required to seek medical advice to ensure it does not impair their ability to look after children.
- Keep a correctly stocked First Aid box.
- Make sure staff are aware of how to use fire extinguishers. (Fire extinguishers are checked annually).
- Ensure that at least two adults are present at all times.
- Check large equipment regularly and ensure that it is erected properly.
- Closely supervise activities such as cooking.
- In Pre-Reception, provide a ratio of one adult to eight children at all times.
- For children aged three and over in independent schools, where a person with QTS, is working directly with the children in a class where the majority of children will reach the age of five or older during the school year, there must be at least one member of staff for every 30 children.
- Maintain the required ratio of adults to children in Pre-Reception or Reception when a small group leaves the building.
- Be aware of any risk posed to younger children by equipment provided for the older ones.
- Check the premises at the end of each session.
- Check any public space used for outdoor play, for litter and other dangers.

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- Ensure that children playing with or near water are continuously supervised. **ALWAYS** closely supervise the children in every situation.
- Ensure the entrance gates to the play area are **ALWAYS** bolted.
- Ensure door hinge guards are fitted on all the doors.
- Child safety locks are fitted to fridge.
- Keep dangerous equipment or products in high cupboards.
- Ensure that all batteries are stored in a locked storage area away from the classroom.
- Be aware that button cell batteries are highly corrosive and pose a particular risk to small children. Toys and equipment containing cell batteries must be checked regularly to ensure the batteries are securely contained. Button cell batteries in toys should **NEVER** be changed in the classroom environment and all used batteries **MUST** be disposed of in a safe recycling container away from the classroom. Used batteries must **NEVER** be disposed of in the classroom bin.
- Ensure children wear protective helmets when playing on wheeled toys.
- Encourage children to move carefully within their environment.
- Ensure children always wear sunscreen and hats when the UV levels are high and in extreme weather conditions remain out of the heat.
- Help children to recognise and manage risks (e.g. transport wooden play equipment).

Risk Assessments are conducted annually, updated regularly as necessary and shared with staff. Risk Assessments are carried out for specific events and reviewed after event completion. All staff receive safeguarding and child protection training and regular updates in accordance with statutory requirements and school procedures. Staff understand their responsibility to act on any concerns about a child's welfare immediately and in line with the school's safeguarding procedures.

Fundamental British Values

The promotion of fundamental British values will be reflected in the Early Years Foundation Stage (EYFS) and exemplified in an age-appropriate way through practice guidance. These are defined as respect for the rule of law, democracy, and individual liberty, a tolerance of different beliefs and values and mutual respect for every person.

The British Values are actively promoted through the EYFS area of Personal, Social and Emotional Development. Children are taught about respect, tolerance, sharing and caring. These values are embedded in our practice:

Democracy

Within EYFS we make decisions together, with the children, and focus on children's self-confidence and self-awareness. Children are supported and encouraged to understand that their views count and that they should express them. By encouraging children to express their views, we teach children to value each other's views and talk about their feelings. Children are involved in sharing their views for example,

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in what the theme of the role-play area should be, and encouraged to vote for a choice. Practitioners support decision making by providing activities that involve turn taking, sharing and collaboration, and children are helped to understand why decisions are made.

Rule of Law

Rule of Law is about understanding rules, and in EYFS it focuses on managing children's feelings and behaviour – linked to PSED. To help children manage their feelings and behaviours, practitioners help them to understand their own and other's behaviours. Children are supported to distinguish right from wrong and this is helped by consistent application of the behaviour management policy. In EYFS, the children are involved in the process of creating the rules for behaviour in and organisation of the setting. Practitioners provide opportunities for children to explore the wider school environment, appreciate that they are part of a community and the school rules enable us all to live harmoniously together. Topic work and learning in the area of Understanding the World, enables children to learn about the local community and the role of the police in upholding the rule of law.

Individual Liberty

Individual Liberty is about understanding that each person is entitled to feel a sense of freedom about their own choices and decisions. It focuses on children's self-confidence and self-awareness as well as people and communities. Children are encouraged to develop a positive sense of themselves. To help achieve this, practitioners provide opportunities to help children develop their self-knowledge, self-esteem and increase their confidence in their own abilities. This is done by allowing children to take risks indoors and outdoors, for example on a climbing frame outdoors, or by mixing colours with paint. An activity that allows children to take that risk will help build those confidence skills. During everyday practice, practitioners find time to have small discussions with children about how they feel about certain situations. These discussions allow children to explore the language of feelings and it gives opportunities for children to express themselves and understand that children have different opinions.

Mutual Respect and Tolerance

This concentrates on treating others as you want to be treated; it focuses on people and communities, managing feelings and behaviour and making relationships. In EYFS, practitioners have created an environment that is inclusive, it respects and values views, faiths, cultures and races and the children are supported to engage with their wider community. Children are encouraged to show respect for their own culture and that of others and joining in with cultural celebrations is a great way for children to learn and share other customs. To help promote mutual respect, practitioners focus on behaviour such as sharing and respecting others' opinions. Children are supported to understand that everyone has an opinion and whether they are right or wrong doesn't matter. Practitioners ensure that the setting promotes equality and diversity in practice and through the use of stories and resources.

Spiritual, Moral, Social and Cultural Development

In EYFS, we have a thoughtful and wide-ranging promotion of students' Spiritual, Moral, Social and Cultural development and their physical well-being. In the EYFS, the children's academic development is improved when their personal development (including the spiritual, moral, social and cultural dimensions) is supported. By focusing on encouraging children's sensitivity and awareness (of self and

others) their personal, social and emotional development is improved. Through developing skills of reflecting on experience, their knowledge and understanding of the world is more relevant.

Spiritual Development

- Encouraging awe and wonder for the environment, for example, looking at clouds in the sky
- Encouraging appreciation of nature, for example, examining spider webs, watching ladybirds
- Encouraging children to reflect on their experiences, individually and in a group
- Supporting development of imagination and creativity through stories and open-ended creative provision
- Planning for and offering magical moments
- Acknowledgement of the importance of enjoyment to well-being through having fun, for example, jumping in puddles
- Encouraging awe and wonder for objects
- Encouraging strong key person relationships – influencing quality of life through these interactions

Moral Development

- Promote values through stories and discussions
- Discuss values and feelings in PSED lessons
- Positive reinforcement and recognition of positive attitudes, for example, being kind
- Staff modelling of values, for example, being friendly
- Supporting children's following of rules, for example, 'If you drop something, pick it up'
- Encourage children's understanding of the feelings of others.

Social Development

- Key person supporting children to form friendships
- Practitioners supporting social skills and development throughout play and learning experiences
- Snack and lunch times– supporting table manners
- Teaching self-care habits – blowing noses, covering mouth when coughing
- Supporting inclusion of children within play and challenge any stereo typing
- Supporting transition process into Pre-Reception and into Reception
- Support development of respectful behaviour, for example, listening to others, respecting others' space.
- Sharing a wide range of quality inclusive texts and stories with children

Cultural Development

- Appreciation of cultures of others as it arises from home backgrounds of children within Pre-Reception and Reception and within the books shared
- Encouraging families to tell us about their own cultural celebrations and customs and these are shared

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- Encouraging bi-lingual children to use their home language, as well as English and discuss importance of this with parents
- Challenging stereo-typical language and ensuring all types of families feel accepted and respected.
- Quality inclusive resources purchased and provided in the environment
- Understanding and feeling comfortable in a variety of cultures

Cultural capital

Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. As part of making a judgment about the quality of education, inspectors will consider how well leaders use the curriculum to enhance the experiences and opportunities available to children, particularly the most disadvantaged.”

“Some children arrive at an early year setting with different experiences from others, in their learning and play. What a setting does, through the EYFS curriculum and interactions with practitioners, potentially makes all the difference to children. It is the role of the setting to help the children experience the awe and wonder of the world in which they live, through the seven areas of learning.”

(Education Inspection Framework; referenced within the *Statutory Framework for the Early Years Foundation Stage* (DfE, 2025))

At Thornton, we reflect on the intent, implementation and impact of our curriculum when considering cultural capital. In line with the EYFS 2025 guidance, we recognise that each child arrives with a unique set of experiences, and we aim to build on this by broadening horizons and deepening understanding.

Our key aim is to nurture curiosity and to reveal the awe and wonder of the world. Alongside responding to children’s interests, we plan and facilitate new and enriching experiences, seizing spontaneous moments to enhance opportunities for all learners. Practitioners draw on their role as key persons, using observations and their knowledge of children’s backgrounds and home lives to shape meaningful learning.

In EYFS, cultural capital is reflected in the rich, inclusive and stimulating environment we create—through the daily experiences, conversations, stories, routines, and opportunities that help children to thrive and flourish.

All children have cultural capital, that is, knowledge, skills and behaviours and that these accumulate over time through many different experiences and opportunities. The role of EYFS is to ensure that our curriculum provides children with the opportunity to experience the awe and wonder of the world in which they live. Building warm, positive relationships with every child and family in EYFS is crucial. Every child and family who joins a setting will have their own knowledge and experiences that will link to their culture and wider family. When children and families’ cultures are valued, both the child’s experience of learning and progress can benefit. Children benefit from ‘in-depth’ learning experiences with time to become deeply involved and immersed in their activities. Gradually widening children’s experiences as the year progresses is an important step in providing rich and engaging experiences across the seven areas of learning in EYFS.

Educational Visits may be undertaken with EYFS to support learning and provide children with further opportunities for learning of awe and wonder. Please see Appendix C.

Equality, Diversity and Inclusion

As Christ is the foundation of our community, we follow his example of accepting all and treating each person with respect regardless of ethnic origin, religion, gender, ability or age.

The EYFS department adheres to the principles of Equality, Diversity and Inclusion. The nine protected characteristics are valued and respected.

In EYFS we are committed to recognising and responding fairly to the needs of individuals and identities of all others. We provide every child with an opportunity to reach their full potential and have an equal chance to live their life as they choose. We provide a safe environment where parents, practitioners and children can learn about each other's differences and similarities and learn to empathise and value each other.

A commitment to valuing and respecting the diversity of individuals, families and communities sits at the heart of Early Years practice. EYFS has a vital role to play in explicitly addressing all forms of discrimination and prejudice. In doing so, we will meet the Equality Act 2010 requirement that no child or family is discriminated against in terms of the protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, marriage and civil partnership.

Inclusion is the process by which we value all individuals, recognising their unique attributes, qualities and ways of being

Policy and practice in EYFS are built on an understanding that:

- Equalities and inclusion apply to all children and families; equality means considering practices in relation to all individuals and groups.
- Practitioners are aware of significant physical, emotional and cognitive barriers children may encounter in accessing education and lessen these by offering additional opportunities.
- Talking about race is a first step in countering racism.
- Attitudes towards gender and sexual orientation can limit children and create inequality.
- Building awareness through first-hand experiences has lasting impact.
- It is important to ensure children can see themselves and their families reflected in the environment.
- The focus should be on the child at the centre.
- Developing a sense of belonging is an important part of inclusive practice.

Practitioners working with children with Special Educational Needs and Disabilities (SEND) acknowledge and value each child, emphasising what they can do through a strengths-based perspective on disability.

Equality

Equality in EYFS means considering our practices in relation to all individuals and groups. All children are unique, and every child brings with them a rich heritage that is built up over time by taking part in the practices of their community. Supporting children to embrace and celebrate differences between them,

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their families and others is a crucial part of our work in EYFS. Children have their own feelings about their lives and their identity.

By becoming aware of and challenging any bias or misconceptions, practitioners can work with families in an equal partnership that requires actively listening to the realities, experiences and perspectives of each individual. Creating an ethos of equality involves being aware of how all the practices and environments in EYFS appear through the lens of each unique child.

The EYFS Team engage in reflective practice, thinking through our behaviour, attitudes, assumptions, policies and procedures to ensure that we recognise and respond fairly to the needs of individuals and identities of all children. This provides every child with an opportunity to reach their full potential and have an equal chance to live their life as they choose.

Diversity

To promote and value diversity in EYFS, practitioners actively seek ways to recognise, share and celebrate children's lived experiences. We are sensitive to each child's unique circumstances and ensure our practices are inclusive, respectful, and equitable. Every child has a right to their identity, and in EYFS we nurture respect for each child's own culture as well as the cultures of others. Children see themselves positively reflected in the environment and are supported in developing an appreciation for difference and diversity. The EYFS team regularly reflects on our own attitudes, assumptions and unconscious biases to ensure that our provision promotes:

"Equality of opportunity and an inclusive curriculum, ensuring that every child is included and supported."

(Statutory Framework for the Early Years Foundation Stage, September 2025)

We have a responsibility to ensure positive attitudes to diversity and difference. Not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society.

Awareness of cultural diversity needs to be at an age-appropriate level for EYFS children so that it is positive and meaningful. Practitioners provide a range of resources and activities that reflect and value the diversity of children's experiences and give all children the opportunity to develop a positive self-identity, self-esteem and respect for others.

Inclusion

We will ensure that the EYFS is fully inclusive in meeting the needs of all children regardless of ethnic heritage, social and economic background, gender and those who are disabled or have special educational needs. Our setting is committed to anti-discriminatory practice to promote equality of opportunity, and to valuing diversity for all children and families.

We recognise that inclusion is not optional; all children have the right to care and education that meets their individual needs and interests and promotes their learning and development.

We recognise that inclusive practice and meeting individual children's needs lie at the heart of EYFS, therefore we aim to:

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- Provide a secure accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Ensure that information about our EYFS is accessible in written and spoken form and where appropriate in different languages.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities in our setting.

We aim to create an inclusive environment which is as accessible as possible for every individual who uses our setting and premises.

We endeavour to do this by:

- Identifying and actively seeking barriers to inclusion.
- Making reasonable adjustments to the environment and to our resources both indoors and outdoors, to accommodate a wide range of learning, physical and sensory impairments to ensure that each child reaches their full potential at their own rate. We are happy to seek advice from outside agencies for specialist equipment.
- Differentiating provision within the curriculum to ensure each child receives the widest possible opportunities to develop their skills and abilities, e.g. English as an additional language, valuing individual learning styles.
- Positively reflecting the widest possible range of communities in the choice of our resources; e.g., books, small world characters, puppets, jigsaws, posters, dressing up clothes, which reflect a diverse range of cultures, religions and disabilities within society.
- Celebrating a wide range of festivals e.g. Christmas, Easter, Diwali, Chinese New Year and Japanese festivals. We aim to acknowledge all festivals celebrated locally and by families in the Early Years Foundation Stage.
- Regularly seeking the views and feelings of students and their families to inform practice e.g. parent consultations and questionnaires.
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials to promote non-stereotyped roles e.g., female mechanic, male nurse.
- Ensuring that each child's home language, particularly when other than English, are valued in play and learning.
- Working in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.

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- Helping children to learn about a range of food, and family and cultural approaches to mealtimes and eating, and to respect the differences between them.
- Welcoming the diversity of family lifestyles and home cultures and encouraging all children and their families to contribute experiences of their everyday lives to our setting.
- Encouraging children to value and respect others through staff acting as positive role models.
- Encouraging parents and carers to take part in the life of the setting. We do this by inviting parents to Open Days, Harvest Festival, Christmas Nativity Play, Easter Bonnet Parade, Sports Day and Class Assemblies. We invite parents with skills or resources to support our themed topics.
- We will not tolerate threatening or abusive behaviour towards or between staff and families and all such incidents will be challenged and recorded and, where necessary, relevant outside agencies will be involved.
- All staff are responsible for reporting all incidents of discrimination to the EYFS Manager and the Headteacher.
- Where children are discriminated against, parents will be informed of the incident and of the actions taken/to be taken.

Supporting Children with Special Educational Needs and Disabilities (SEND)

Our EYFS provision is underpinned by the principles and requirements of the SEND Code of Practice: 0 to 25 years (January 2015), to which the Statutory Framework for the EYFS (September 2025) also has due regard.

We recognise the definition of special educational needs as stated in the Children and Families Act 2014: "A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them."

All staff, particularly Key Persons, understand their responsibility to identify and respond to emerging needs. We work in close partnership with parents and carers and liaise with the Special Educational Needs and Disabilities Coordinator (SENDCO) to ensure timely support, early intervention, and appropriate adaptations to provision. Our approach is inclusive and child-centred, with the aim of ensuring every child is supported to thrive and make progress across all areas of learning and development. The graduated approach of Assess, Plan, Do, Review is used to identify, support and monitor children with SEND and to evaluate the effectiveness of any provision put in place.

The school has a designated SENDCO and an EYFS SENDCO who work collaboratively with staff, parents and external agencies to support children with special educational needs and disabilities. Current SENDCO details are available from the school office and the SEND Information Report.

The role of the EYFS SENDCO is to:

- Work with parents, carers and other professionals in gathering and sharing information to build positive partnerships to ensure children feel included, valued and supported.
- Understand and apply the graduated response system for identifying and assessing children's needs in line with the SEND Code of Practice.
- Advise and support key people on the planning of additional support.
- To identify training needs for all members of staff, promoting inclusive practice.
- Identify from observations, the Two-Year Progress Check or On Entry Assessment in Pre- Reception and Reception, any areas where the child's progress is less than expected or there is an identified special educational need or disability. Discussion with the child's parents/carers and agree on how to support the child.
- Ensure that parents are informed at all stages of assessment, planning, provision and review of their child's education and that their insights inform action taken by the setting.
- Record and collate information for all children with SEND.
- Liaise with other providers and professionals involved with children with special educational needs/disabilities and their families, including transfer arrangements to other settings and schools.
- Oversee the system of planning, implementing, monitoring and reviewing EHCPs for children with SEND, taking into account the views of the children and their parents/carers.
- Implement systems for identifying and supporting children in Early Years and for education, health and care needs assessments and plans.
- Seek information, advice and training from: The school SENDCO,; The Early Years and Childcare Improvement Team.
- To regularly attend local SEND Network Group meetings offered by the Local Authority.
- Disseminate and share information and advice to all staff.
- Ensure the annual review of the Equality of Opportunities Policy is shared with parents and staff.
- Recognise the need for confidentiality and sensitivity to be maintained at all times.

Student Placement

We recognise that the quality and the variety of work which goes on in Early Years Foundation Stage makes it an ideal place for students to gain experience. Qualifications and training make an important contribution to the quality of the care and education provided by EYFS settings. As part of our commitment to quality, we are willing to offer placements to students undertaking Early Years qualifications and training.

We aim to provide, for students on placement with us, experience which contributes to the successful completion of their studies and which provides examples of quality practice in early years care and education (see Appendix B).

- We make the needs of the children paramount by not admitting students in numbers which hinder the essential work of EYFS.
- We require students to meet the 'suitable person' requirements of ISI.

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- We supervise all students at all times and do not allow them to have unsupervised access to children.
- Students who are placed in the EYFS on a short-term basis are not counted in our staffing ratios. Students who are placed for longer periods – for example, a year – may be counted in our staffing ratios provided we consider them to be competent and responsible, if aged 17 or over.
- We take out employers' liability insurance and public liability insurance which covers both trainees and voluntary helpers.
- We require students to observe our confidentiality policy and Child Protection/Safeguarding Policy.
- We require students to read and sign a code of conduct document.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, during the first session of their placement, with a short induction on how the EYFS is managed, how our sessions are organised and our policies and procedures.
- We communicate positive messages to children about the value of qualifications and training.
- All students on a long-term placement age 16 and above will be DBS checked by Thornton College. Written authority must be obtained from the parents of any children that the student wishes to study.
- We ensure that students placed with us are engaged in bona fide early years' training which provides the necessary background understanding of child development and all activities undertaken with children.

Supervision of Staff in EYFS

In accordance with the Statutory Framework for the Early Years Foundation Stage (September 2025), supervision is a statutory requirement under Section 3 – The Safeguarding and Welfare Requirements, specifically Clauses 3.22 and 3.23:

3.22 Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching, and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues.

3.23 Supervision should provide opportunities for staff to:

- discuss any issues – particularly concerning children's development or wellbeing, including child protection concerns
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness

Supervision, particularly within EYFS, is a formal, regular, and recorded process through which staff professional practice is reviewed. It serves both as a developmental tool and an accountability mechanism. Supervision contributes to the continual improvement of teaching, learning, and safeguarding, and is an auditable process that helps raise the quality of provision.

Staff are expected to engage fully in supervision meetings and uphold the **Fundamental British Values** of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different

faiths and beliefs. These values should be consistently modelled and promoted within all aspects of our practice, including reflective professional dialogue.

1) Purpose of supervision meetings

The EYFS introduces the concept of supervision as a way for staff to discuss issues including child protection concerns and identify solutions as well as to receive coaching to improve their personal effectiveness.

Supervision should be an individual meeting between a manager and each staff member, in order to support their role as key persons working with children and their families.

Supervision is a means to ensure staff are clear about what their job is, what the school wants them to do regarding concerns about particular children and to be supported in all aspects of their job. The meeting gives parties the opportunity to evaluate and review so that learning and development can take place and to identify and initiate relevant training and support. All aspects of supervision must ultimately focus on promoting the interests of children. Concerns about a child or member of staff should not be left to be discussed at a meeting but must be brought to the attention of EYFS Manager immediately. Any possible cause for disqualification from working with children or any health implications or medications which are being taken which could impair judgement or performance must be reported to the EYFS Manager immediately.

The frequency of meetings should be determined according to the needs of the child and the staff member supporting them; however, a minimum of three meetings will be carried out each year (one per term). This is in addition to regular staff meetings and other opportunities for staff training.

All supervision meetings will include discussions concerning the development and well-being of each child. Where concerns are raised, the Early Years Manager must seek to identify solutions and further actions that need to be taken – these are recorded on CPOMS and may include support from external agencies. All aspects of supervision must ultimately focus on promoting the interests of children.

The content of the supervision meeting may include:

- identification of any performance concerns and improvements required;
- discussion of any issues of concern about particular children and families;
- identification of appropriate support and guidance with regard to all aspects of work including support in dealing with particular children and families and their individual needs;
- identification of any training and development needs.

Matters that arise relating to safeguarding involving a child or those involving a member of staff will be taken seriously and discussed with the DSL, Deputy DSL or Headteacher in strictest confidence without delay.

2) Supervision Standards

Staff should expect:

- to be given clear objectives and standards, appropriate deadlines and help in achieving their objectives;
- to be able to question how things are done and what is expected;
- to be given the opportunity and time to express any concerns.

If a member of staff feels that they have not been supported or listened to then they must report this firstly to either the EYFS Manager or Head of Prep (whichever did not carry out the supervision.) If the member of staff still feels matters are not resolved they must take their concerns to the Headteacher.

3) Recording Supervision Meetings

Revised July 2026

To be Reviewed August 2027

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The supervision meeting will be recorded by the EYFS Manager. Both parties will sign the record and agree the date for the next supervision meeting. A copy of the supervision record will be given to the member of staff and stored in the EYFS Manager's One Drive. The record may only be shared with the EYFS Manager, Head of Prep, Deputy Head or Headteacher (via the Headteacher's PA).

To ensure that the confidentiality and identity of individual children is maintained within the supervision record, no names of the children discussed will be used as any concerns will be recorded on CPOMS.

Complaints

The complaints procedure in EYFS is in line with the whole school Complaints Policy. This policy is available on our school website for parents and prospective parents.

In EYFS we pride ourselves on working with parents, students and staff to encourage positive relationships. We do recognise that from time to time, parents have concerns, which they, quite correctly, need to communicate with school. A complaint is not the same as a concern, but both need to be addressed and are in the scope of the procedure. There are three stages to the procedure:

Stage 1 – Informal resolution

If parents in EYFS have a concern or a complaint they should normally contact their child's key person or the EYFS coordinator. In many cases, the matter can be resolved straightaway by this means. If the member of staff cannot resolve the matter, it may be necessary to involve the Head of the Prep Department. The member of staff will keep a record of all complaints and the date on which they were received. Should the matter not be resolved within ten school days or in the event that the member of staff or Head of Department and the parent fail to reach a satisfactory resolution then parents will be advised to proceed their complaint in accordance with Stage 2 of this procedure within six school weeks.

Stage 2 – Formal Resolution

If the complaint cannot be resolved on an informal basis, then the parents should put their complaint in writing to the Headteacher, giving clear details of the situation and stating that they wish to make a formal complaint. The Headteacher will decide, after considering the complaint, the appropriate course of action.

Written complaints relating to the fulfilment of the EYFS requirements must be investigated and the complainant notified of the outcome of their investigation within 28 days. The record of complaints must be made available to ISI on request.

Stage 3 – Formal Resolution – Panel Hearing

If parents seek to invoke Stage 3 (following a failure to reach an earlier resolution), they will be referred to the Chair of Governors, who has the authority to call hearings of the Complaints Panel.

The school is inspected by ISI. If parents believe that the EYFS requirements are not being met they are invited to contact ISI:

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Parents can register their complaints or concerns to ISI by ringing them on – 020 7600 0100 or writing to the ISI regional office at:-

Complaints
Independent Schools Inspectorate
1st Floor
Cap House
9-12, Long Lane
London
EC1A 9HA

Email: concerns@isi.net

The Department for Education may be contacted on 0370 000 2288

Appendix A – EYFS Transition

Transition in the Early Years Foundation Stage

Transition Definition

Transition at Early Years may refer to the child starting in Pre-Reception, starting in Reception, moving from Pre-Reception to Reception or moving from Reception into Year 1.

Purpose

Transition in the early years is a significant time for young children and their parents/carers and represents an important step in a child's development. Transition should be seen as **a process, not an event** and should be planned for in advance and discussed with children and parents.

Parental understanding of, and engagement with, the transition process is essential. Parents are their child's first teacher and as such effective communication is an important aspect of good transition. Communication at every level - child, parent, class teacher, school leadership - enables parents to understand the systems in place and the rationale behind them, and effectively engage with the process.

Key Principles

This document incorporates the following key principles:

Unique child – every child is different and all children can be vulnerable at times of change. Children who have SEND will need additional and flexible support.

Positive relationships – parents and carers should be closely involved in the process of transition and their thoughts and opinions should be listened to.

Enabling environments – children manage transitions better when there is good communication between settings and change takes place gradually over a period of time.

Learning and development – the transition process should be one that continues a child's learning journey and previous experiences should be valued and built upon.

Safeguarding

Where children are also under any form of safeguarding process then it is key that careful consideration is given to ensuring that this forms part of the transition plan.

This should include what information should be shared, how this information is shared and most importantly, how the child's emotional wellbeing and learning needs are supported.

Transition Experiences During the Year

In addition to the below timetables, throughout the year, Pre-Reception and Reception children are given the opportunity to take part in whole school activities as appropriate, such as Harvest Festival, World Book Day, European Languages Day and Activities Week.

Beginning Pre-Reception

Effective and well-planned transition enables children to feel safe and secure, allows parents to build confidence and trust with key members of their new school family and enables teachers to begin the process of building caring and professional relationships with all families to ensure children are happy and make good progress during their time at school.

Transition Timetable: Beginning Pre-Reception

Action	Responsibility
Parents may attend Open Mornings	Admissions Team
Tour of Pre-Reception/School	Admissions Team
Morning/Day Visit Arranged	Admissions Team
Telephone Call to Parents to 'check-in' before Day visit and answer any questions/gain information about children regarding toileting, favourite toys etc.	Admissions
Key Person Allocated	EYFS Manager
Child starts Pre-Reception: Parents to be met on drop-off by EYFS Manager (or other member of EYFS team)	EYFS Manager
Baseline assessment	EYFS Manager
Parents Evenings (once yearly)	EYFS Manager
Reports (at end of Academic Year)	EYFS Manager

Pre-Reception to Reception

The EYFS staff at Thornton are a team and work closely together every day. This ensures all children in Pre-Reception are familiar and comfortable with all members of staff. That said, transition to Reception is a big milestone for such young children and the close relationships formed with their Key Person need to be managed carefully during this time. Parents may also need support during this time of change.

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Families Joining Thornton at the Beginning of Reception (having not attended Pre-Reception)

Joining a new school where they may not know anybody may be a daunting prospect for many children and families. The timetable below, is structured to facilitate a smooth transition for both children and parents:

Transition Timetable: Joining Thornton at the Beginning of Reception

Time	Action	Responsibility
Various	Parents may attend Open Mornings	Admissions Team
	Tour of School	Admissions Team
	Day Visit Arranged	Admissions Team
Trinity (July)		
	Reception teacher to email parents to welcome them to Reception and provide relevant information.	Reception Teacher
	Reception to consider sending a postcard and email to children to be received in the summer holidays along with an 'All About Me' sheet to be completed and sent in on first day.	Reception Teacher

Families Joining Reception Mid-Year

Changing schools mid-year and joining a school where they may not know anybody may be a daunting prospect for many children and families. The timetable below, is structured to facilitate a smooth transition for both children and parents:

Transition Timetable: Families Joining Reception Mid-Year

Action	Responsibility
Parents may attend Open Mornings	Admissions Team
Tour of School	Admissions Team
Day Visit Arranged (prior to Induction Day)	Admissions Team
Telephone Call to Parents before Day visit and answer any questions/gain information about children regarding toileting, favourite toys etc.	Admissions Team
Academic/pastoral details should be received from previous school.	Admissions
Teacher to email parents with all relevant information regarding starting Reception: timetables, uniforms, snack, communication etc.	Reception Teacher

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Child to be allocated a 'Buddy' (another child in the class) to support their settling in.	Reception Teacher
Teacher to arrange a settling in meeting with parents 1 – 2 weeks after child joins reception.	EYFS Manager

EYFS to Year 1

We want our children to feel excited as they move up into Year 1. We want them to be inspired and to look forward to the challenges that Year 1 has to offer.

Transition Timetable: Reception to Year 1

Time	Year	Steps	Monitoring & Assessment	Person Responsible
Trinity (April)	Rec	Children to begin attending Whole School Assemblies and Hymn Practice (if ready)		Reception Teacher
	Rec	Reception teacher meets identified parents of children who are vulnerable during transition. Discussions are had about how school and home can best work together to ease the transition period.		Reception Teacher and Year 1 teacher
Trinity (May)	Rec	Moderation meeting to discuss EYFS Profile judgements.	Outcomes shared with Year 1 teacher. EYFS Profile submitted to the LA if requested.	Reception Teacher
Trinity (June)	Rec	Reception children to begin going on to the Quad after eating lunch each day (supervised by a Level 3 member of staff plus at least one other Level 2). Children should wear red caps to remain easily identifiable		Reception Teacher
	Rec	Informal meeting, facilitated by SENDCo between Reception and Year 1 teachers (when known) to		EYFS SENCo/Reception Teacher/Year 1 teacher

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		discuss children with specific needs.		
Trinity (June/July)	Rec	Specific planning to introduce transition to children and familiarise them with the concept, e.g., circle time with emotional development focus, suitable picture books/stories.		Reception Teacher
	Rec	Children become 'Year 1 Detectives' and think of questions to ask their Year 1 teacher. These are fed back to the whole class.		Reception Teacher
	Rec	Handover Meeting between Rec and Y1 teacher		EYFS Manager
	Rec	Rec children visit Y1 teacher for form time/story time sessions (current Y2 children to go to Rec teacher – or new Y3 teacher if possible).		Reception and Y1 teacher
	Rec	Reports are completed and sent to parents/shared with Y1 teacher. These will include Profile judgements and a commentary on the CoEL		Rec Teacher
	Rec	Y1 teacher to contact parents.		Year 1 teacher
Michaelmas (Sept)	Y1			
	Y1	Settling in period with a range of play-based activities		Year 1 teacher
	Y1			
	Y1	Teachers to observe the children during independent activities to assess their learning styles and adjust the learning experiences provided accordingly		Year 1 teacher
	Y1	Y1 teacher to liaise with Rec teacher as necessary regarding learning/settling concerns	Baseline assessments	Year 1 teacher

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	Y1	Email sent to parents with information about Year 1		Year 1 Teacher
	Y1	Email sent to parents at the end of the first week to check how children are settling in		Year 1 Teacher

Appendix B – Work Experience Placements

Thornton College – Early Years Foundation Stage

Work Experience Placements

Welcome

A warm welcome from the Thornton Early Years Foundation Stage (EYFS) team. Everyone in the team is delighted to welcome those on work placements. We aim to provide individuals with experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

Our Objectives for You

We have one main objective which we hope to achieve during your time with us. Namely, that you gain a meaningful experience of what working life is like in a high quality EYFS setting, caring for children in the age range three to five years and staffed by highly-experienced, dedicated people.

Our School Mission Statement is:

‘To educate young people to meet the challenges of life courageously, to use their talents to the full, and to live the values of Christ’s gospel.’

Our Ethos

In order for a child to develop, they need to feel secure, happy, and valued. Our aim is to provide a broad and balanced curriculum for each and every child in a safe, nurturing, and stimulating environment. We adhere to the following statutory guidance:

- **Statutory Framework for the Early Years Foundation Stage:** “*Setting the standards for learning, development and care for children from birth to five*” (Department for Education, **2025**), effective from **1 September 2025**.
- **The Independent School Standards Regulations** (including *Commentary on the Regulatory Requirements*, **April 2024**).

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- We seek to encourage the children's intellectual and physical development through provision of a wide range of stimulating activities and the introduction of a variety of skills.
- We offer opportunities for self-expression which encourage creativity and imagination. We want to promote the development of confidence, independence, initiative and curiosity.
- By helping the children to understand the importance of sharing, caring for others, for the environment and working co-operatively, we aim to promote their social development.
- We aim to treat children as individuals and to ensure equal access to the curriculum.
- We believe that the emotional needs of the child are of paramount importance and so place great emphasis on praise and encouragement.
- Positive attitudes and habits of learning are encouraged, which enable the children to work with increasing independence. The development of knowledge, skills and understanding in all aspects of the Early Years Curriculum provides a sound basis for progression to Key Stage One of the National Curriculum.

In Thornton College Early Years Department we aim:

- To enable children to grow in the knowledge and love of God and to encourage them to serve Him in others and to spread the knowledge of the Gospel.
- To foster the children's academic, physical and spiritual growth.
- To encourage, develop and foster literacy and numeracy skills.
- To provide an environment where children will be happy and where they will strive for excellence.
- To enable our children to discover their true potential and to work towards their full development.
- To encourage children to respect and value others and respond to their needs.
- To encourage children to see themselves and what they have to offer in the context of the wider community.
- To ensure that our young people are well prepared for life in a rapidly changing world.
- To uphold British values.
- To provide an outdoor learning space that maximizes the potential of our grounds.

Policies

We would like you to read the following policies before commencing your placement (they can be found on the Thornton College website: [Policies | Day & Boarding School Buckinghamshire | Thornton College](#)):

You **must** read the following policies:

- Behaviour Policy
- Camera Use Policy
- Child Protection and Safeguarding Policy

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- EAL Policy
- Early Years Foundation Stage Policy
- Health & Safety Policy and Procedures
- IT Acceptable Use and E-Safety Policy

You may like to read the following policies:

- Teaching and Learning Policy
- Maths Policy
- Literacy Policy

You will be asked if you understand and will abide by the policies, in particular those relating to safeguarding children and the restrictions on volunteers (see below) and to sign below to say you have read and understood them. It is essential that the safeguarding routines are understood and adhered to at all times. If you have any concerns at all about anything, you must talk to the Early Years Practitioners, the Deputy EYFS Manager or the EYFS Manager.

Induction (a mutually agreed time will be arranged)

Your induction into the EYFS Department will provide an introduction to your working environment and explain how staff and work placement students will work together and how you may help with our work. Your induction will include:

Introductions to staff

You will be welcomed by staff who are present on your first day and introduced to other staff as and when appropriate. You will, of course, also be introduced to the children.

Tour of the premises

You will be shown the layout of the indoor and outdoor classrooms and location of the staff toilet. The security arrangements for children inside the building will be explained to you.

Curriculum Information

You will be given links to various early years documents you may find interesting. You will not be expected to know or learn about the EYFS in any depth but an appreciation of its broad outline may help to place your work experience in context.

Fire/Emergency Evacuation Procedure

The procedure for evacuating the building will be explained to you and you will be shown the Fire Exit and Assembly Point.

Lockdown Procedure

The procedure in the event of a lockdown will be explained to you.

Restrictions

You will be told that for safeguarding reasons, volunteers and students on work placements are not permitted to:

- Be alone with children
- Change children's clothes
- Take children to the toilet
- Serve food to children
- Lift/carry children
- Have/Use a mobile phone or any other electronic devices with imaging and sharing capabilities anywhere in the setting. Devices can be stored securely during the working day.
- Answer the land-line telephone
- Have hot drinks in the setting
- Give access into or allow exit from the building or outdoor area to visitors
- Share door codes with anyone
- Carry out First Aid/administer medicine
- Speak with parents / carers about a child's development

Role, responsibilities and tasks assigned

We will endeavour to provide you with experiences you find interesting and rewarding and that help to give you an insight into the EYFS. Help and advice will be available at all times from any member of staff.

I have read and understand this document as well as the policies listed above:

Student Name

Date

Induction Completed by:

Staff member name and role

Date

Appendix C – Educational Visits

1. EDUCATIONAL VISITS EYFS

1.1 Scope

This guidance is applicable to all those involved in the organisation of educational visits for EYFS students. It should be noted that there is no specific requirement to have an Education Visits Co-ordinator ("EVC") but there must be a clear process for approving visits.

1.2 Objectives

- 1.2.1 To ensure that visits are well-planned and significant risks are identified and managed
- 1.2.2 That there are contingency plans in place for changes in circumstances during a visit that are reasonably foreseeable
- 1.2.3 That those in charge of visits have the necessary competence to manage situations appropriately
- 1.2.4 That the requirements of the Statutory Framework for the Early Years Foundation Stage (DfE, 2025) are met.

1.3 Guidance

- 1.3.1 The Education Visits Co-ordinator ("EVC") will be responsible for the implementation of this policy (note this role may be taken by the EYFS Manager)
- 1.3.2 Learning outside the classroom environment is an essential part of our curriculum. Trips and visits usually last no more than half a day and may include visits to wildlife & nature activities, museums, external carol services and theatres. Students are not taken on overnight or foreign visits.
- 1.3.3 The EVC / EYFS Manager will review and prepare paperwork, including:
 - (a) risk assessments
 - (b) budgeting
 - (c) permission from parents (on Evolve)
 - (d) reports of previous visits
- 1.3.4 Parents will be notified in advance of:
 - (a) a child attending a day out on a trip / visit, including details of any extra charge and details of visit duration
 - (b) planned trips and visits for year groups.

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- 1.3.5 The completed and signed consent form will include details of how to contact a parent in the event of an emergency (linked to iSAMS). In the event that internet connection may not be available on a visit, staff should take emergency contact details as a hard copy in a folder with a secure combination lock. The form must be returned to the school at least three days before the start of the trip
- 1.3.6 The teacher in charge will take a first aid kit with a list of emergency contact numbers (held securely) and a mobile phone. Bottled water will also be taken on longer visits. At least one member of staff will hold a paediatric first aid certificate.
- 1.3.7 Where a school minibus is used, the driver must have the appropriate qualifications. For any journey that involves Pre-Reception children a second qualified driver should be present. The driver(s) will complete a driver's declaration form, which is retained by the EVC.
- 1.3.8 Small coaches are sometimes hired from known local firms. All drivers are on a list of named drivers and have been DBS checked and carry a mobile phone. When hire arrangements are confirmed, the teacher in charge will ask for the driver's name, mobile phone number, vehicle registration and a copy of the vehicle insurance policy. The only vehicles booked have front facing seats fitted with seat belts.
- 1.3.9 Personal Liability
 - (a) Staff in charge of students act "in loco parentis". This means that they "have a duty under common law to take care of students in the same way that a prudent parent would do"
 - (b) The school as employer of the staff will support them in the unlikely event of an accident occurring provided they have exercised reasonable care and followed school guidelines
- 1.3.10 Insurance
 - (a) The school has Employers Liability Insurance of £10m and Public Liability Insurance of £20m.
 - (b) Travel involving staff using their own cars is discouraged and will need approval from the staff member, who is in charge of Health and Safety
- 1.3.11 Visits planning
 - (a) Each visit will have its own risk assessment, which must be reviewed before a repeat visit is made.
 - (b) The Teacher in charge will:
 - (i) fix visit dates in advance where parent volunteers, staff from other parts of the school may be required.

- (ii) visits where the following are applicable should be organised a term in advance where possible:
 - (1) involves additional cost for parents
 - (2) needs to be booked in advance
 - (3) needs transport to be arranged
 - (iii) invite expressions of interest from parents and indicate the cost
 - (iv) the Head of the Prep School and the Medical Centre consulted about any special and medical needs of students, obtaining specialist advice where necessary
- (c) One month in advance
 - (i) Confirm all consents and payments have been received via Evolve.
 - (ii) Liaise with the Medical Centre regarding collection of first aid kits/medication etc.
 - (iii) book a mobile phone from the IT department or if staff are taking their own, they should email Admin and Head of Prep to inform them and share their phone number.
 - (iv) finalise all bookings
 - (v) finalise the risk assessment and get it approved by the EVC
 - (vi) advise parents of the need for special clothing, sun cream, hats, waterproof clothing, wellington boots etc
- (d) Two weeks in advance
 - (i) chase any remaining consent forms from parents, reminding them that their child cannot participate if it is not received within 3 days of intended departure
 - (ii) meet with other staff & volunteers taking part in the visit to discuss responsibilities, risk assessment and emergency arrangements
 - (iii) prepare a pack for the accompanying staff, EVC, and other relevant parties, which will consist of:
 - (1) the itinerary, with all addresses of locations during the trip, phone numbers etc
 - (2) The Teacher in charge

- (3) Staff/children group allocations for the trip
 - (4) mobile numbers of participating staff
 - (5) a list of students with parental contact details and medical conditions (via iSAMS or locked wallet)
 - (6) emergency contact numbers for the Headteacher, EVC, designated member of staff on-call
 - (7) out of hours contact numbers for school security
 - (8) name of the driver, registration number of the vehicle, vehicle insurance certificate and driver's mobile phone number
 - (9) copy of the trip risk assessment
 - (10) location of the nearest hospital
 - (11) that bottled water is available from the catering department
- (e) Day prior to departure / day of departure
 - (i) remind the children of the purpose of the trip and expected standards of behaviour
 - (ii) give information packs out to staff
 - (iii) collect the travelling first aid kit and check contents
 - (iv) collect school mobile phone if necessary
 - (v) collect bottled water
 - (vi) check that the driver and vehicle match the details previously given by the travel company
- (f) During the visit
 - (i) primary responsibility lies with the Teacher in charge, who can amend arrangements or cancel the visit if appropriate. They may delegate tasks in necessary, including:
 - (1) carrying out and recording of head counts of children, leaving school, getting on / off transport, entering or leaving a location etc
 - (2) checking that students wear seat belts

- (3) enforcing expected standards of behaviour
- (4) keeping account of expenditure
- (5) recording accidents and near misses
- (6) to student ratio

1.3.12 For off-site activities involving children aged three and over, the recommended staff-to-child ratio is 1:8, as outlined in the Statutory Framework for the Early Years Foundation Stage (DfE, 2025).

However, settings may adopt lower ratios based on a risk assessment and the nature of the trip. There must always be a designated Teacher in Charge, and Teaching Assistants/Early Years Practitioners will normally accompany the group. All staff included in the ratio must hold a full and relevant Level 3 qualification, as defined by the Early Years Qualification Requirements and Standards (DfE, 2025).

1.3.13 Illness or minor accidents

- (a) If a student has a minor accident or becomes ill, the Teacher in charge, or another member of staff, will phone the parents' emergency contact number and arrange for the child to be collected. If contact can't be made, the child will be taken to the local hospital or to the School Medical Centre. A member of staff will remain with the child until a parent or carer arrives.

1.3.14 Emergency procedures

- (a) In the event of a serious accident resulting in the death or injury of one or more of the students and staff, the Teacher in charge's first priority is to summon the emergency services and to arrange for medical attention for the injured party. One of the accompanying members of staff should accompany the injured student(s) to hospital and remain until a parent arrives.
- (b) After ensuring that the rest of the group are safe and looked after, the Teacher in charge will:
 - (i) inform the Headteacher of what has happened.
 - (ii) where the full facts have not yet emerged, they should say so and ensure that follow-up communications with the Head are maintained.
 - (iii) arrange for the school's insurers to be contacted as quickly as possible

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- (iv) A full record should be kept of the incident, the injuries and of the actions taken.
 - (c) Where appropriate the school communications plan will be implemented
 - (d) Communication with the media should be left to the Head. The Teacher in charge will refer the media to the school.
- 1.3.15 Missing Child
 - (a) In the event that a child goes missing we will follow our missing child procedures as outlined in this policy.
- 1.3.16 Delayed return
 - (a) If the return from a visit is delayed, the Teacher in charge will phone the school office, who will in turn contact parents to alert them to the delay and the revised time of arrival.
- 1.3.17 On Return, the Teacher in charge will:
 - (a) provide the EVC with a report on the visit.
 - (b) return all school property (together with a report of any lost or damaged property).
- 1.3.18 Report for Governors
 - (a) The Head of Prep School's report to the Governors will contain a synopsis of all the school trips and visits that have taken place.