DANES HILL SCHOOL

Early Years Foundation Stage (EYFS) Policy

This policy applies to the EYFS provision in the Pre Prep (Bevendean) School only

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Section 1

1. Statement of Intent

1.1 At Danes Hill we believe that children are active learners who learn through their senses, through investigation, experimentation, listening, watching, social interaction, questioning and exploring.

1.2 A safe, secure environment is provided for the children in which to interact and explore rich and diverse learning and developmental opportunities. During their time in the Early Years classes all children are given the opportunity to gain independence and a positive self-image. They develop skills and understanding of the world around them through a range of planned activities both in and out of the classroom, broadening what they know and deepening their knowledge.

1.3 We recognise that the early years provide the foundation for a happy and positive start to their school life and future.

1.4 Through the implementation of this policy, we will provide quality and consistency, a secure foundation through learning and development opportunities, which are planned around the needs and interests of each child, secure partnership with parents and equal opportunities for all children.

1.5 'Early Years Foundation Stage' comprises all children in our Tiny Transition, Mini Transition, Transition and Reception classes, based on the age groups listed below:

- Tiny Transition from age 2.
- Mini Transition (Caterpillars): academic year in which the child turns 3 years of age
- Transition (Ladybirds, Bumble Bees, Butterflies: academic year in which the child turns 4 years of age
- Reception (R): academic year in which the child turns 5 years of age

2. Legal Framework and Other Policies

2.1 This Policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2026) 'Early years foundation stage statutory framework'
- DfE (2024) 'Early years foundation stage profile: 2024 handbook'
- DfE (2026) 'Keeping children safe in education (KCSIE) 2026'
- DfE (2026) 'Working Together to Safeguard Children 2026'

2.2 This policy operates in conjunction with the following school policies

- Safeguarding and Child Protection Policy and Procedures
- Complaints Policy and Procedures
- Special Educational Needs and Disabilities Policy
- First Aid Policy
- Health & Safety Policy
- Fire Safety Policy
- Staff Recruitment Policy
- Overarching Data Protection Policy
- Intimate Care Policy
- EYFS Supervision and Ratios Policy
- Mobile Phones Policy
- Image Authorisation Policy
- Uncollected Child Policy
- Curriculum Policy
- Inclusive Education & Equal Opportunities Policy
- Restrictive Interventions and Seclusion

3. Our Aims in the EYFS

3.1 Bevendean, Danes Hill Pre-Prep Motto: We care, we share, we love to learn

- To empower children to believe in themselves, to persevere and to succeed in all they do
- To give each child a happy, positive and confident start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning
- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences
- To enable each child, through encouragement and high expectations, to develop to the full socially, physically, intellectually and emotionally
- To offer a structure for learning that has a range of starting points and unlimited opportunities for development
- To encourage children to develop independence within a loving, secure and friendly atmosphere
- To support children in building relationships through the development of social skills such as cooperation and sharing
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals

4. Admissions and Attendance

A. Admissions

4.1 Pupils can start at Danes Hill Prep-Prep School from 2 years old, moving on to Mini Transition at 3 years old. They can attend on a part-time or full-time basis. In Mini Transition and Transition,

children can attend any sessions, but all pupils are expected to attend Reception full-time. It is required that children in MT attend a minimum of 5 sessions, with a required attendance of 7 sessions in Transition.

4.2 Transition children start the academic year attending a minimum of 7 sessions with the expectation that they increase their sessions as the year progresses. The majority of children who come to us have attended a variety of independent nursery schools or local playgroups in the area.

4.3 When a child is offered a place at Bevendean, Danes Hill Pre-Prep School, we give each family a 'Starting School' booklet to complete with their child; this document is kept on file for future reference.

4.4 The children are invited to a taster session at Bevendean, when they will meet their new class teacher and become familiar with their new classroom and classmates. Parents are also invited to attend an Information Meeting, with the Head of Danes Hill Pre-Prep and Head of Year, at which relevant information is given to the parents (including an information booklet). This is an ideal opportunity to address any immediate concerns.

4.5 In the first week of term in September, the Early Years' pupils enjoy settling into their new classrooms; over the first few days at Bevendean, we encourage parents and carers of our Tiny Transition, Mini Transition and Transition pupils to stay until their child is settled, to ensure the transition to the school goes smoothly. Reception pupils are encouraged to leave their parents before entering the classroom, unless additional support is needed; this is to foster increased levels of independence.

4.6 Tiny, Transition and Mini Transition families will also be entitled to a home visit by the Head of Year and other key persons.

B.

4.7 The School maintains an Attendance Policy, which is shared with parents and carers. In accordance with EYFS safeguarding requirements, unexplained or prolonged absences are followed up promptly. The School monitors patterns of absence, contacts parents and emergency contacts where necessary, and will seek advice, make referrals or request welfare checks where there are safeguarding concerns. Parents of children in the EYFS should inform the Bevendean school office on the morning of an unexpected absence in line with the school's Attendance Policy. In the event of a child being marked absent on the morning register, the school office will make contact with the child's parents to confirm their whereabouts and amend the school register accordingly.

4.8 The School recognises that attendance, punctuality and patterns of absence can be indicators of a child's welfare and wellbeing. Attendance information is therefore considered alongside safeguarding, pastoral and educational information to help ensure that children receive appropriate support at the earliest opportunity

Section 2

5. The Early Years Foundation Stage Environment

5.1 The Early Years department is a purpose-built area with Tiny, Mini Transition and Transition classrooms arranged around a covered outdoor area. The Reception classrooms are arranged on the ground floor of Michael's Building, and each have access to the outside patios and playground.

6. Classroom Management

6.1 The class teacher (Key Person) is responsible for planning and delivering the curriculum with assistance from dedicated teaching assistants. The curriculum will be planned and managed to provide for progression and will meet the needs and abilities of each individual child. A mixture of direct teaching to the whole class, group and individual teaching is used. Structured and purposeful play is an important part of the EYFS philosophy, including motor skills (jigsaws, cutting, and lacing), construction (Duplo, blocks), creative (painting, drawing, singing, drama), child-initiated activities and outside learning. The resources are audited, evaluated and supplemented each term.

7. Ratios

7.1 Staffing arrangements meet the needs of all children and ensure their safety. Adequate supervision is in place at all times during learning, eating and playing/sleeping/relaxation.

7.2 Children are usually within sight and hearing of staff and always within sight or hearing. During eating, children must be within sight and hearing of a member of staff.

7.3 Managers appointed on or after 1st January 2024 have already achieved a suitable level 2 qualification in maths, or will do so within 2 years of starting in the position. The manager of the setting must hold an approved qualification at level 3 or above and at least half of all other staff must hold at least an approved level 2 qualification.

7.4 The overall management of the department lies with the Head of Pre Prep who in their absence will be deputised by the Head of EYFS.

7.5 At least half of the staff hold at least an approved level 2 qualification.

7.6 To count within the ratios at level 3, staff holding an Early Years Educator qualification, must have received a suitable level 2 qualification in English as per the criteria set out in the Early Years Qualification Requirements and Standards.

7.7 Tiny, Mini and Transition Classes Children are supervised continuously and follow the requirements for adult: child ratios set out in *Independent School Standards Regulations.* The Mini-Transition and Transition teams consist of Key Persons with QTS, EYPS and a minimum of NVQ Level 3 qualifications, who are present throughout day to ensure this is met.

7.8 Reception Classes Each Reception class has two Key Persons which is led by a teacher who has or is working towards their QTS. All the TA's have a minimum of an NVQ Level 3 qualification.

7.9 Specialist staff who teach skills such as Forest School, PE, and swimming have Instructor Status and are consequently considered to hold a level 6 qualification.

7.10 For children aged two:

- There will be **at least** one member of staff for every five children.
- At least one staff member will hold an approved level 3 qualification or have received approval to be included in the ratios at level 3 after attaining experience-based route status and be suitably experienced in working with children under two *No more than 50% of the staff included in the level 3 at a particular setting can be included on the basis of experience-based route status at any one time.*
- At least half of the other staff members will hold an approved level 2 qualification.

7.11 For children aged three and over:

7.11.1.1 In independent schools - including in nursery classes - where there is a person with QTS, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor, or another suitably qualified overseas trained teacher, is working directly with children:

- For classes where the majority of children will reach the age of five or older within the school year, there will be at least one member of staff for every 30 children.
- For all other classes there will be at least one other member of staff for every 13 children.
- At least one other member of staff will hold an approved level 3 qualification or have received approval to be included in the ratios at level 3 after attaining experience-based route status and be suitably experienced in working with children under two. *No more than 50% of the staff included in the level 3 at a particular setting can be included on the basis of experience-based route status at any one time.*

7.11.2 In the circumstances where no person with QTS, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor, or another suitably qualified overseas trained teacher working directly with children, the ratios listed below will apply

- There will be at least one member of staff for every eight children.
- At least one member of staff will hold an approved level 3 qualification.
- At least half of all other staff will hold an approved level 2 qualification.

7.12 The overall management of the department lies with the Head of Pre Prep who in their absence will be deputised by the Head of EYFS. With the high staff-to-child ratio in the Early Years at Danes Hill Pre-Prep, we are able to provide the pupils with an excellent level of academic, social and emotional support, which is so vital at this stage of development.

7.13 All staff who have obtained a level 2 and/or level 3 qualification since 30 June 2016, must obtain a Paediatric First Aid qualification within 3 months of starting work, in order to be included in the required staff: child ratios at level 2 or level 3.

7.14 Anyone aged under 17 years old must not be included in the ratios, except appendices who may be included in ratios from the age of 16, only if the school is satisfied that they are suitable, competent, responsible and hold a current paediatric first aid qualification. No one aged under 17 is allowed to care unsupervised for children, at any time.

8. Roles of Staff and Key Person

8.1 In Tiny, Mini Transition, Transition and Reception the Key Person will be the class teacher and where relevant, the class teaching assistant. The class teacher will be responsible for liaising with parents. Every member of the Early Years team is aware of the need for confidentiality and privacy of information.

8.2 The key persons role is to help ensure that every child's care is tailored to their individual needs to help them become familiar with the setting and to build a secure relationship with the child and with their parents. All staff actively seek to form positive and respectful relationships with the children in their care. The formation of healthy relationships between adults and children is essential in enabling children's well-being now and their future successes. On the rare and unavoidable occasions when the key person cannot be in the class, we aim to be consistent in who covers these absences.

8.3 All staff employed in the EYFS Department will suitably qualified and receive enhanced criminal record checks and vetting before commencing employment.

8.4 Staff will not be under any influence of alcohol or other substance which may affect their ability to care for children.

9. Classroom Organisation

9.1 The learning environments have clearly defined areas with labelled resources to ensure children can access them easily. They are set up in a way which provides children with experiences and activities in all the seven areas of learning (see Appendices B to H for details of Prime/Specific Areas of Learning).

- The Early Years' classrooms and outdoor provision have a writing area, maths area, creative area, malleable area, art area, explorative area, reading area, role-play area, construction/small-world area, and outdoor area. A variety of activities are planned for and set up in the different areas each day.
- Tiny, Transition and Mini Transition: Each child has their own labelled peg and drawer/basket. We encourage children to take responsibility for hanging up their coat on the correct peg and unpacking their bag.
- In Transition: Children are encouraged to bring into class their 'At Home' activities and 'Show and Tell' items and stow them safely away in their bookbag at the end of the day.

- In Reception: We encourage children to take greater responsibility for themselves. They hang up their coat and unpack their bags. Each pupil is familiar with the organisation within the classroom. They have access to their books and resources and are encouraged to select the equipment for themselves.

10. Daily Routine

10.1 The EYFS children are in classes according to their age group. Each year group is managed by a Head of Year to ensure continuity and compliance.

10.2 The day starts at 8:25am when the children are welcomed into their classes. Morning sessions commence following the register at 8:50am. The children will have a mid-morning outdoor break on the playground. Morning sessions finish at 12:15pm when children who are not staying for the afternoon session are collected. The children who are remaining in school for the afternoon session are given lunch and a session on the playground before afternoon school commences. The day finishes at 3:15pm for Tiny Transition, Mini Transition and Transition MT and T year groups and 3:25pm for Reception.

10.3 At the beginning of the academic year, timetables are sent home so all parents will know what lessons their child has engaged in during the day. In addition to this, a weekly newsletter of learning objectives is published by the Head of Year. This enables parents to share and support their child's learning at home.

11. Sleeping Arrangements

11.1 … Safer Sleep Procedure for Bevendean

This procedure is in line with the **EYFS Safeguarding and Welfare Requirements** (2026 framework) which state:

"Babies and children must be placed down to sleep safely."

"Children must be frequently checked when sleeping and always within sight and hearing of staff."

These requirements form part of providers' duty to ensure children are **kept safe and well cared for** under the EYFS statutory framework.

Procedure

A. Safe Sleep Spaces (EYFS requirement)

In line with EYFS guidance:

- Children must be placed on their back in their own separate sleep space on a firm, flat surface

A. Bedding and Environment (EYFS requirement)

- Sleep spaces must contain only:
    - A firm, flat, waterproof mattress

- Lightweight bedding, tucked in below the shoulders
- When blankets are used:
  - Blankets must be securely tucked in

B. Temperature and Safety (EYFS requirement)

- Children must not be too hot or too cold
- Children's heads must remain uncovered

C. Supervision (EYFS safeguarding requirement)

- All sleeping children must be:
  - Frequently checked
  - Within sight and hearing of staff at all times

Key EYFS Safeguarding Principle

This procedure supports the EYFS overarching requirement that early years providers must:

- Ensure children are safe, healthy and well cared for
- Follow clear safeguarding and welfare procedures for sleeping arrangements

Responsibilities

- Staff must follow this procedure at all times
- Regular checks must be recorded in line with setting practice
- Any concerns regarding a child's sleep safety must be reported immediately

12. Outdoor Learning Environment

12.1 In the Tiny Transition, Mini Transition and Transition class children have free flow access to the designated outdoor space. Reception children have access to covered, shared patios outside each classroom which are set up as an extension to the classrooms. These learning environments are set up to support and extend children's learning in all areas of the curriculum. We ensure that the range of activities outside reflects the different curriculum areas, for example setting up quiet spaces for maths, reading and construction.

12.2 All EYFS children can use the playground outside area at play and lunchtime. Physical activity often dominates, with climbing, running, cycling and other active games being key. All EYFS classes have separate play sessions to allow for more space to explore and learn.

12.3 In addition to the playground, EYFS children (including MT) engage in outdoor learning at a variety of venues. The Paddock is a large, wooded area with a pond where children can engage in both teacher-led and child-initiated activities. A separate risk assessment has been completed for the Paddock. Children engage with a Forest School Leader for lessons of Forest School. The Forest School Lead may take the children to the local woods or onto the school playing field adjacent to the Oxshott Village Centre.

12.4 The All children engage in outdoor learning on the Bevendean site until the term in which they turn 3 years old and can be safely transported on the school minibus to The Paddock. All children who are travelling in the minibus will sit on a booster seat.

13. Breakfast and After School Provision

13.1 At Danes Hill Pre- Prep we appreciate and support the need for wrap-around care for some families, with parents' busy working commitments and schedules. Our wrap-around care operates from the Bevendean Dining Hall, which is directly next to the Mini Transition and Transition department. This provision runs before school from 7:15am and until 6:00pm after school. The Mini Transition and Transition Day finishes at 3.15pm and the Reception day finishes at 3.25pm. The teachers will remain with the children for a story session, songs or games until it is time to take them through to the Dining Hall at .330pm.

13.2 There are many stimulating and enjoyable activities with caring, familiar members of staff that support the children's various needs. All pupils are eligible to attend from Tiny Transition to Year 1. Tiny Transition and Mini Transition children are supervised by TT staff. Transition, Reception and Year 1 children are supervised by the Breakfast Club and Afternoon Tea club staff rota. Children stay with class teachers who accompany them to the designated prep room.

13.3 There is a booking system which ensures that ratio of adults to pupils are in line with statutory guidance and all necessary risk assessments are in place. There is also a Holiday Club which all children who are 2 years old or older, can attend during the holidays.

14. Food and Drink

14.1 Chapter One is the school catering company. Children who stay to lunch are offered a well-balanced nutritious meal served in the Bevendean Dining Hall. The children are offered a savoury meal followed by fruit and yogurt or a dessert. Children with specific dietary requirements are catered for accordingly to the children's dietary and medical needs, following discussions with the parents. A thorough system is in place to ensure their food is checked before served and staff handling the food do so without contaminating it. Food is prepared in such a way to prevent chocking and is served at a safe temperature.

14.2 The children have a mid-morning snack of fruit or vegetable which they bring from home.

14.3 The children are offered a mid-afternoon snack from the school which consists of a selection of fruit, cheese, crackers or a biscuit. Fresh drinking water is available throughout the day.

14.4 Drinking water is readily available in all rooms and the children are encouraged to bring a water bottle from home.

14.5 The pupils in the EYFS eat a healthy school lunch in line with the 'Early Years Foundation Stage nutrition guidance'. The pupils are encouraged to try a range of healthy foods at lunchtimes, supported by staff. All members of staff within the EYFS who are involved in preparing and handling food have completed training in food hygiene.

14.6 Whilst eating, there is always a member of staff in the room that holds a valid paediatric first aid qualification and pupils are closely supervised during this time. Any incidents of chocking are documented on the accident or near miss form and communicated to parents. An analysis of the accident forms and any trends is being completed termly and reported to the Health & Safety Committee.

14.7 Ofsted must be notified as soon as is reasonably practicable, but, in any event, within 14 days of incident, of any food poisoning affecting two or more pupils cared for on the school premises.

Section 3

15. The Curriculum

15.1 The curriculum is carefully planned and structured to ensure that learning is continuous and that the children make excellent progress with their learning and development. Through the curriculum we aim to develop a broad bank of knowledge and skills, that encourage children to gain an understanding of the different ways of looking at the world. At Danes Hill Pre-Prep, we aim to tailor education to individual needs, interests and aptitudes, to fulfil every child's potential. Each child will have access to a rich, broad, balanced and differentiated curriculum.

15.2 We use diverse teaching strategies to develop the interests and talents of each child, and teachers will use their knowledge and skills to ensure English and mathematics are taught thoroughly alongside and within opportunities for enrichment and creativity. Whilst paying due regard to achieving high standards in English and mathematics, the curriculum remains broad, exciting and challenging. Our curriculum promotes the values of excellence, determination, equality, resilience, respect, inspiration and friendship.

15.3 The curriculum is used to increase children's knowledge (for example: key concepts in mathematics; skills, including the ability to use the acquired knowledge; understanding as they grow and develop and become more aware of the world around them; and fostering positive attitudes to the work they do at school). We ensure that the knowledge and skills gained are used across the whole curriculum and not simply in isolation, and that meaningful links are made between subjects in our themes.

15.4 Screens are used throughout the EYFS for a range of educational programs and purposes. Children are monitored by an adult when they are using the screens and computing programs to ensure appropriate balance is achieved proportionate to the age of the child.

Screen time is limited to 1h or less per day for children aged 2-5 years old. We recognise that excess screen use is associated with poorer cognitive and behavioural outcomes, reduced vocabulary, developmental delays and lower executive functioning.

15.5 We recognise that young children are active learners who thrive on child-initiated discovery and exploration. We find that in the Danes Hill Pre-Prep environment pupils' learning skills, such as focus and concentration, develop to effective levels, enabling them to work with pleasing levels of independence from an early age. We believe that children learn confidently and effectively

with guidance, and with the understanding that children learn in different ways and at different rates. We strive to encourage our pupils to feel safe and secure in their learning environment, in order that they will take risks in their learning and avoid developing characteristics that hinder the development of key learning skills such as perseverance and resilience.

16. The Early Years Foundation Stage Curriculum

16.1 Within our programmes of learning, pupils cover the guidelines and curriculum, as appropriate, as detailed in the Statutory Framework for the Early Years Foundation Stage (EYFS) [2014; updated February 2018, September 2021 and September 2023], which is available from the school office or to download at www.gov.uk. We also refer to the Development Matters in the EYFS (2012, updated 2021) document, which can be found at www.foundationyears.org.uk

16.2 The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected, but three areas are seen as particularly important for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving (DfE 2021); they support children's learning in all other areas and are known as the Prime Areas. The Specific Areas of learning (through which the prime areas are strengthened and applied) develop essential skills and knowledge for children to participate successfully both academically and to operate successfully in society.

16.3 The Foundation Stage Curriculum is organised into three prime and four specific areas of learning.

16.4 The three prime areas are:

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

16.5 The four specific areas through which the three prime areas are strengthened and applied are:

- Literacy
- Mathematics
- Understanding of the World
- Expressive arts and design

16.6 Communication and Language

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. Please see Appendix A – Prime Area: Communication and Language.

16.7 Physical Development

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children will also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. At Danes Hill these sporting activities are taught by specialist teachers. Lessons taught include gym, swimming, dance and multi sports. Please see Appendix B – Prime Area: Physical Development

16.8 Personal, Social and Emotional Development

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. The school follows the Jigsaw program. See Appendix C – Prime Area: Personal, Social and Emotional Development

16.9 Literacy

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. The whole school follows the "Read Write Inc" program of study. See Appendix D – Specific Area: Literacy

16.10 Mathematics

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures. See Appendix E – Specific Area: Mathematics

16.11 Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. Every child will engage with a Forest School programme.
See Appendix F – Specific Area: Understanding the world

16.12 Expressive Arts and Design

Expressive arts and design involve enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. At Danes Hill music, dance and drama are timetabled lessons led by specialist teachers.
See Appendix G – Specific Area: Expressive arts and design

17. Trips, Outings and Visitors

17.1 Extra-curricular activities, visits and visitors play an important part in our curriculum and children's learning in our EYFS. Transition and Reception aim to make one outing each term, for example to a local farm, park or theatre. Each time a trip is planned, a risk assessment is carried out, involving consideration of adult to child ratios, and steps that can be made to remove, minimise or manage identified risks. We actively seek parental support on trips, aiming for a ratio of one adult to four children, with school staff always present. For safety reasons younger siblings are not invited along on school trips. We use reputable coach companies for transport to and from the venues. We follow the requirements of the EYFS regarding the records kept about vehicles in which children are transported, including insurance details and a list of named drivers. The Teacher in Charge (TiC) takes a mobile phone for use in case of an emergency so that contact can be made immediately with the school.

17.2 In addition to outings, visitors to school enhance the quality of learning and we invite 'experts', including parents, in to talk to the children. We are keen for parents to come into school to share their knowledge or skills.

17.3 The Pre-Prep School, children benefit from visits and events. The mobile farm may come to visit or the touring theatre company to offer a puppet show.

18. Risk Assessment

18.1 The Governors of Danes Hill School recognise and accept their responsibilities as employers and service providers to comply with Health & Safety legislation. However, all staff have responsibilities in the area of risk assessment, and staff should be proactive in their approach to risk management. It is the responsibility of EYFS staff to assess and highlight any hazards and to ensure that systems are put in place systems to manage these.

18.2 The EYFS makes use of model or generic risk assessments for educational activities and visits, which can be found on SharePoint. The Teacher in Charge (TiC) will also contact or visit the venue prior to going on the trip, to carry out a risk assessment from observations made (referring to the venue's Risk Assessment as well). It is the policy of the School that a risk assessment is carried out in respect of all activities, processes and substances, and that it is regularly reviewed and documented where necessary. This responsibility rests with the Governors, the Head and the Operations Director as stated in the schools Health & Safety Policy.

18.3 For further details, please see the Risk Assessments Policy.

Section 4

19. Teaching and Learning Characteristics of Effective Learning

19.1 The Tiny, Mini Transition, Transition and Reception teachers, teaching assistants and key persons plan activities with the characteristics of effective learning in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. The three characteristics are:

Playing and Exploring – Engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active Learning – Motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and Thinking Critically – Thinking

- Develop their own ideas
- Make links between ideas
- Choose and develop strategies for doing things

20. Play

20.1 At Danes Hill Pre-Prep we value the importance of play in our EYFS environment. The overwhelming body of research and evidence identifies purposeful structured play both indoors and outdoors as the most appropriate learning style for young children. Well planned play is a keyway in which young children learn with enjoyment and challenge. In playing they behave in different ways.

20.2 Through different forms of well-organised play, different challenges are presented to increase the children's learning about themselves, other people, and the world in which they live. Sometimes their play will be boisterous, sometimes they will describe and discuss what they are doing and sometimes they will be quiet and reflective. An important context is provided for the development of knowledge, skills, concepts and attitudes.

20.3 Through play, in a secure environment with effective adult support, children can:

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

20.4 At Danes Hill Pre-Prep the learning environment in the EYFS is well planned and well organised providing a structure for teaching within which children explore, experiment, plan and make decisions for themselves, thus enabling them to learn, develop and make good progress. The EYFS prepares children for learning in Key Stage 1.

21. Fundamental British Values

21.1 The teaching and learning in the EYFS environment supports the British Values as laid down by the government: democracy, individual liberty, the rule of law, mutual respect and tolerance of those with other beliefs and faiths. Our literature within our reading scheme, and books available in the library, cover themes including tolerance, mutual respect and democracy.

21.2 During Personal, Social and Emotional Development learning sessions we explore these values in an age-appropriate way through the use of the Jigsaw program. We often use stories or poems as a starting point, as there is a natural connection between stories and discussions about friendship relating to British Values of mutual respect. British Values are lived through the school ethos and are valued as a meaningful character-building part of the curriculum.

22. Equal opportunities

22.1 At Danes Hill School we aim to ensure that no one is disadvantaged on the grounds of race, gender, culture, belief or disability. We aim to provide a supportive learning environment for all children and seek to use materials that reflect diversity. We seek to provide an environment which enables children to develop self-belief and understand that others should be respected regardless of their cultures, beliefs and needs. In Transition and Reception classrooms, the Think Equal program is used to create a favourable environment where learning through modelling role-play, compassion, creativity, perspective consideration, empathetic skills, critical thinking, and conflict resolution can flourish.

22.2 Specific staff training is carried out, and staff record their attendance on the HR system.

23. Special Educational Needs

23.1 All children have specific targets that they are working towards. These next steps are displayed in each classroom, and the children know and understand their targets. Children are awarded a purple star when they achieve their personal targets.

23.2 If a child requires specific interventions to attain their next steps, the class teacher will write STAR targets which will be shared with the parents. STARs are reviewed each half term.

23.3 If a teacher has on-going or significant concerns about a child's academic, emotional or behavioural achievement they will complete a form requesting referral to the Learning Support Centre. Following observations and evaluations, strategies will be discussed with the teacher and parents who must be in agreement before additional support is provided.

23.4 If a child starts in the EYFS with special educational needs or if a child is identified with special educational needs during the EYFS, the school SENCO will advise the class teacher, Head of Year and Head of Pre Prep of the most appropriate approach with regard to the SEND Code of Practice and, if necessary, an Educational Health Care Plan will be requested and applied for, as appropriate.

24. English as an additional language (EAL)

24.1 The information booklet filled out by parents on admission alerts us to those pupils for whom English is an additional language. Staff encourage the pupils to develop skills in their own language at home, and school provides targeted activities to build up confidence and skills in spoken and, where appropriate, written English. Teachers and parents work together to overcome any initial difficulties in communication and to foster a love of language through songs, poems, stories and rhymes.

24.2 We ensure all members of staff within EYFS are aware of the children for whom English is an additional language; we then encourage children to use their home language, as well as support their English language development at school and at home.

24.3 We also aim to ensure that the pupils have sufficient opportunities to learn English as an additional language, so that they can achieve a good standard of English (spoken and written), in order to communicate effectively in all settings. EAL assessments are undertaken, as appropriate, to ensure that children receive the correct level of support. This may be in the form of small groups using the Box Clever Scheme.

25. Planning, Teaching and Assessment in Mini Transition and Transition

A. Planning

25.1 In Tiny, Mini Transition and Transition, we believe that children benefit from a shared starting point in order to learn; we find themes are a great way to fire the imagination. Mini Transition and Transition have a theme cycle often based around a focus story. Topics range from 'Monsters and Magic' to 'Heroes and People Who Help Us'. Reception themes build on this structure. The themes are a framework but are flexible to ensure we also follow the children's needs and interests, school projects (including science day or European day), local or national events (e.g. the Olympics) and many religious festivals. Every half-term the year group plans the next theme and then organises visits and visitors that will enhance the learning. In Tiny, Mini Transition and Transition, all staff plan in detail on a weekly basis using observations and interactions with children to inform the direction in which the learning path should move. Weekly plans are displayed for staff and parents in the classroom and are summarised in the weekly newsletter. Although class teachers are responsible for writing plans, the Nursery Team (i.e. Teachers and Teaching Assistants) attend weekly planning meetings to discuss their allocated key children, to ensure that each child's learning is tailored to meet their needs.

B. Teaching

25.2 In the Tiny, Mini Transition and Transition) classes we ensure that there is a balance of adult-led and child-initiated activities throughout the session. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential, as the adult's response to the child builds understanding and therefore guides new learning. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases, the adult will ask a child to come and complete a task or game with them, at other times they will participate in a child's game, extending it where possible. During the summer term the children in Transition will experience many more adult-directed tasks, as they prepare for their transition to Reception. We include direct, carefully planned, adult-led experiences for children in the form of structured adult-led teaching and adult-led group activities. These are particularly important in helping children to learn specific skills and knowledge and it is often through children's play that we see how much of this learning children have understood and taken on. The children gather together for the main teaching input and then an activity relating to the learning objective will follow (this could be an individual activity or a group game). These sessions help to develop some of the vital habits of learning: learning as a group, listening to the teacher, taking turns to answer, sitting still, active participation and so on. Reading and storytelling play a very important part of our day. Our aim is for the pupils to have a love of reading. We also hope that they will leave the Nursery with a bank of stories they know well (both traditional and modern classics). We ensure that there is always time for a whole class story every day and that there are many opportunities to enjoy books at other times.

C. Assessment, Observations and Tapestry

25.3 Assessment is an essential tool to improve the learning and development of children. It involves all members of staff observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations and to ensure progress. To provide evidence of a child's progress in the Nursery n, we use a range of strategies all of which come together in their individual Tapestry account. We are very proud of our Tapestry learning journals: they are collections of children's work, photos and observations which create a detailed picture of the child. Where appropriate, we note possible next steps for the children. These next steps are discussed amongst the teaching team in our weekly planning meeting and in informal meetings; they inform planning for the week ahead. The teaching team use a tablet to capture and note observations and next steps for learning. Parents have access to the Tapestry system during the year. They are encouraged to contribute and record significant events at home. The journal is sent as a download to parents when their child enters Year 1 or leaves our setting. On entry to Transition, we carry out CEM Baseline Assessments (ASPECTS) for each child. Throughout the year, staff also carry out informal assessments for maths and Read, Write Inc. phonic awareness. During the last half-term, CEM Baseline Assessments (ASPECTS) is completed to provide a value-added score which staff pass to the Reception teacher showing each child's development across the seven areas of learning. This information is also communicated to parents and carers in the child's end of year report and can be discussed in the Parents' Conferences throughout the year. In addition to ASPECTS, the Transition children complete the Wellcom Speech and Language assessment and a Simple Sounds assessment to give accurate information on the speech acquisition of each child. Each term the child's development is tracked against the Early Learning Goals and is discussed during the termly supervision meetings.

25.4 The Nursery staff will carry out the Progress Checks for 2 year olds and report back to the parents in the end of term written report. Face to face meeting opportunities to discuss the Progress Check will be made available each term.

26. Planning, Teaching and Assessment in Reception

A. Planning

26.1 At Danes Hill Pre-Prep, there are three parallel Reception classes. Along with curriculum plans developed by the subject coordinators in literacy and mathematics, the early learning goals establish expectations for children to reach by the end of the EYFS and provide the basis for planning in Reception. While due consideration is given to DfE curriculum recommendations, we ensure that our curriculum is planned to suit the particular age and aptitudes of pupils; we also strive to take account of pupils' interests. Schemes of work have been reviewed and updated to take account of the primary curriculum. The teachers plan together to deliver a carefully structured topic-based curriculum with objective led planning, providing strong foundations for mathematics, computing, literacy (RWI) and science; our curriculum focuses on developing the creative and enquiring mind. There are also opportunities to perform in music, drama and dance activities.

26.2 A range of trips and visitors broaden pupils' experiences and learning opportunities. Specialist lessons in music, drama, MFL and PE ensure that pupils have a rich and diverse curriculum. Teachers' planning also includes "At Home" activities; the pupils are given home activities and complete individual reading. The number of activities and time spent completing these activities will increase gradually, in preparation of Year 1.

B.Teaching

26.3 We use a variety of methods that enable all children to learn effectively, for example:

- Learning and stimulating activities that use and incorporate children's ideas
- Cross-curricular displays
- Styles of questioning that develop thinking skills (e.g. open-ended questions)
- Clear learning objectives, which are also communicated verbally – this will vary according to the developmental stages of the children
- The use of different interactions (e.g. individual, pairs, small group, class to class, ability groups, mixed groups, more able supporting less able)
- A variety of response methods (e.g. drawing, written, verbal, recorded, scribed, computing)
- Children using a range of high-quality resources which support their learning
- Literacy and mathematics resources on display which support the children's learning

26.4 By the end of the year, the majority of pupils will have exceeded age-related expectations. However, we are non-selective on intake and some children, depending on their individual needs, will still be working towards some or all of the Early Learning Goals – particularly younger children, children with learning difficulties and disabilities and learning English as an additional language.

26.5 Differentiation of learning experience ensures that there is access and opportunity for all pupils to learn and to make progress (for example, to support the less able and extend the more able); attention is given at all levels to pupils reflecting upon the process of learning. We plan a richly resourced learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world.

C. Assessment, Observations, Profile and Tapestry

26.6 We use assessment to support, encourage and challenge the children so that they make appropriate progress and become motivated, independent learners. We achieve this through:

- Teachers sharing learning objectives (OLI) with children throughout their learning
- Continuous observations and assessment linked to the learning objectives
- Verbal and written feedback to the children, to identify next steps in their learning
- Reflective assessment information which informs planning
- Tracking of pupil progress

26.7 In the autumn and summer terms in Reception we carry out CEM assessment BASE for each child. In addition to this, during each term, a teacher assessment is carried out, on the child's knowledge of phonics, high frequency words and number. The Tapestry system is also used in Reception, to track progress. Teachers review all this, along with valuable assessment data outlining progress from nursery, showing each child's development across the seven areas of learning, during their

time in the Early Years. Reception teachers meet with Parents to discuss progress termly and reports are also sent home in the Autumn and Summer terms.

26.8 The EYFS Profile sums up and describes each child's development and learning achievements at the end of their Reception Year. It is based on ongoing observation and assessment in the three prime and four specific areas of learning and development. Each Reception teacher will be the children's main key person. There is a classroom assistant in each class who will help the teacher observe and assess the children on a regular basis. The responsibility of planning and sharing information with parents and year 1 staff will be with the Class Teacher.

26.9 As the child progresses through the EYFS the teachers will make judgements based on their observations of the child in all areas of learning.

26.10 The Early Years Foundation Stage Profile will be completed for Reception children to assess progress against the Early Learning Goals, and a written report will be given to parents at the end of the child's time in the Reception Year.

D. Moderation

26.11 Every half term all Reception teachers meet to discuss the children's developmental scores, checking that all classes are progressing at a similar rate. These are recorded and filed in the year group assessment folders. Children who are underachieving are highlighted as well as those who are working above the expected scale points in most areas of development. This allows teachers to identify any areas where the evidence and observations can be improved in order to support children appropriately.

26.12 The Head of Reception examines the EYFS Profile scores and notes any trends or areas of success or development. The findings are then fed back to the management team and help to inform the next year's development plan. The Profile scores are shared with the Head of Year 1 to ensure continuity of learning as the children move into KS1.

2. Behaviour Management

26.1 In the EYFS we employ the whole school behaviour policy, as appropriate for our younger pupils, which aims to promote positive behaviour within the school and continue to develop ways of rewarding this. This is a means of promoting good relationships, so that we can work together with the common purpose of helping everyone to learn and reach their full potential.

26.2 We ensure safety and well-being for all the pupils, by raising awareness of appropriate and positive behaviour, and we teach the pupils that actions and choices have consequences. We believe that positive behaviour in children stems from learning the core skills and abilities that are embedded within all aspects of our school life. These include: independence and organisation, self-image and self-esteem, reflection and self-control, resiliency and perseverance, cooperation and collaboration, motivation, attention, fairness, sociability, empathy and honesty. We focus on positive behaviour using a range of strategies including both sanctions and rewards, the main strategy being the House Points system. At no time is corporal punishment used or

threatened. Our EYFS rewards are given through stickers, house-points, “Star of the Day” awards and certificates including merit and Head Teacher certificates, that are given out each week to mark a child’s achievement, success and good behaviour.

26.3 The teacher will record any incidents on C-POMS, noting the behaviour and the consequence. This will be discussed with the child at the time of writing. For any serious incidents (e.g. biting, kicking, hitting etc.), the parents will be informed in order to establish good communication systems from the start and to enable the child to learn the correct behaviour, with consistent support from both school and home. These communications will be recorded on C-POMS It is hoped that this will lead to good choices being made in the future.

26.4 Where physical intervention has needed to be employed to avert immediate danger of personal injury, a note will be made on C-POMS and parents informed the same day. All EYFS staff have received positive handling training. For further details, please see the Restrictive Interventions and Seclusion Policy

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27. Staff Training / CPD / Supervision

27.1 At Danes Hill Pre-Prep we provide induction training for all staff, including help in understanding roles and responsibilities, information about emergency evacuation procedures, safeguarding and child protection, health and safety issues and our equality policy.

27.2 Staff are encouraged to undertake relevant training which can then be shared with the rest of the Early Years’ team for their professional development and to develop the quality of learning experiences for the pupils. Practitioners are provided with training opportunities through internal and external service training. Surrey Childcare Education Partnership organise courses on a range of issues relating to the development of young children. The organisation also produces documents related to the Early Years Foundation Stage and arranges cluster group meetings for practitioners. There are opportunities to attend courses, and education shows each academic year.

27.3 Courses in paediatric first aid, food hygiene, health & safety, data protection and Prevent Duty will be provided at regular intervals so staff who wish to gain or renew qualifications can do so. Staff receive safeguarding, allergies management and health & safety training as part of their induction, annually during the Inset Day and online. All staff are required to read at least Part 1 and Annex A of the Keeping Children Safe in Education 2026.

27.4 Each member of staff will have an annual appraisal by a member of the SLT. Additional Supervision and Provision meetings are held on a regular, informal basis between each member of the Early Years’ team and the Head of Pre Prep to support their role as a key person working with children and families.

28. Partnership with Parents and Carers and Transition Arrangements

28.1 We recognise that parents are children's first and most enduring educators and we value the contribution they make. The School values parents as partners in learning and regularly seeks their views, observations and contributions to support assessment, planning and each child's individual learning journey We encourage parents to become more involved in observations of their children at home and compare them to the observations we have noted. We operate an 'open door' policy as we want parents to feel they can speak to us about their child at any time and feel comfortable in our setting. We value a close working relationship with families to create a fluid transition from home to setting and back again.

28.2 We do this through:

- Gathering information from the parents about their child before their child starts at Danes Hill School
- Giving the children the opportunity to spend time with their class teacher/key person before starting at our school during induction sessions
- Settling in letters sent home during the first half term
- By inviting parents to parent/key person meetings and parent social evenings
- Offering parents regular opportunities to talk about their child's progress and allowing free access to their child's Tapestry journals
- Sending home a report on their child's attainment and progress at the end of the Autumn and Summer term in Mini Transition and Transition and Reception
- Encouraging parents to talk to their child's class teacher/key person or the Head of Pre Prep, if there are any concerns (either via email/telephone, or ideally face to face)
- Encourage parents to seek further advice from relevant professionals including health visitors and GP services where appropriate.
- Arranging a variety of activities throughout the year that encourage collaboration between child, school and parents (Charity days, themed activity days, book week, Harvest Festival, Productions, Summer Concert, Open Days and Sports Day)
- Providing parents with information about activities in school via our weekly newsletters and displays
- Using weekly newsletters to inform parents of a particular focus or interests in the Mini Transition, Transition or Reception (we encourage parents to share these with the children and to bring things in to support and/or to follow the interests up at home)
- Mini Transition stay and play sessions once a term

28.3 We also offer parenting sessions, including annual workshops in phonics and Tapestry.

28.4 Early in the first term, parents are also invited to a meeting so the settling-in period can be reviewed with the Early Years' team. A further parent's meeting is offered in the spring term to review progress Parents are also invited to attend a parents' meeting in the summer term to discuss targets before they move into Transition, Reception or Year 1. The teachers are available most mornings and evenings to discuss more urgent matters, or an appointment can be made with the Head of Bevendean if necessary.

Section 5

29. Health & Safety and Safeguarding

A. Safeguarding

29.1 Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. Our EYFS setting has a duty to safeguard and promote the welfare of children in our care and follows the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Framework (2026). and Department of Education's advice to help practitioners identify the signs of child abuse and neglect and understand what action to take is provided in the 2015 guidance 'What to do if you are worried a child is being abused: advice for practitioners'. All staff follow the statutory guidance and the Safeguarding and Child Protection Policy when carrying out safeguarding duties and to promote the welfare of children: Keeping Children Safe in Education (2026), Prevent Duty for England and Wales (2023), and Working Together to Safeguard Children (2026). In line with the DfE guidance 'Keeping children safe in education'2026, the school is committed to:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.
- Recognising that toddlers and young children may be unable to communicate abuse or neglect verbally. Staff will therefore be alert to changes in behaviour, presentation, development, attendance, parental engagement, and other indicators that may suggest a safeguarding concern, and will respond in accordance with the School's safeguarding procedures.

29.2 The school Designated Safeguarding Lead (DSL) is Ms Leanne Sutton the Deputy DSL is Mrs Ruth Samson who supports the DSL, with regards safeguarding children in the Early Years setting and Bevendean (Mini Transition, Transition, Reception and Year 1).

29.3 If, a child is in immediate danger or is at risk of harm a referral should be made to Children's Social Care and/or the police immediately (and within one working day). Anybody can make a referral. Concerns about Female Genital Mutilation must also be reported to Police straight away.

29.4 In line with Working Together to safeguard Children (2026) staff and volunteers are required to extend the same level of vigilance towards any unborn children. Where the School becomes aware that an unborn child may be at risk, including where there are concerns relating to domestic abuse, substance misuse, parental mental health, exploitation, neglect, or other circumstances that may affect the child's safety and welfare after birth, the Designated Safeguarding Lead (DSL) will consider whether a referral to Children's Social Care is required. The School will cooperate fully with any pre-birth assessments and multi-agency safeguarding arrangements.

29.5 Under these circumstances, you (or, if necessary, the most senior person in the school that you can find to help you) should contact the Surrey Single Point of Access team at Weybridge in the first instance for advice on how to refer (you may be referred to another Local Authority SPA or C-SPA team): 0300 470 9100 OPTION 1 (Monday to Friday 9.00am-5.00pm) or 01483517898 (out of hours emergency team).

29.6 Bevendean staff meet with the Head of Pre-Prep at least termly, for 1-1 Supervision meetings (SAP). The school must notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether allegations relate to harm or abuse committed on the premises or elsewhere). *There is a section in our school Safeguarding Policy that directly refers to practice in the EYFS*.

29.7 It is important *to note that members of staff must turn off their mobile phones or any devices with imaging and sharing capabilities (i.e. smart phones, smart watches, IPads, tablets, cameras, etc) in the classroom and are prohibited from taking photographs with their personal handsets* in line with Danes Hill Preparatory School Safeguarding Policy. Members of staff do, however, use school tablets to take photographs as evidence to support the regular observation assessment cycle in the Mini Transition, Transition and Reception. These photographs are used in children's portfolios, in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website and/ or twitter, through the paperwork in their initial starter packs.

B. Suitability of Staff

29.8 The school will ensure that people looking after children are suitable, have the relevant qualifications, training and have passed any pre-employment checks necessary to fulfil their roles, including an enhanced DBS check with Barred List. This applies to any person who may have regular contact with children such as governors, volunteers, contractors and agency staff. For a full list of pre-employment checks performed for all staff, please refer to the Staff Recruitment Policy.

29.9 In line with the Keeping Children safe in Education (2026) and the Early Years Foundation Stage Framework (2026), a risk assessment and supervision are not applicable to the EYFS workers and volunteers in regulated activity, and full clearance will always be required before commencing work.

C. Safety and Suitability of the Premises

29.10 Regular safety checks relating to health and safety requirements/legislation, fire safety, classroom risk assessments and hygiene are completed by the Operations Director, Head, and Site team within the Early Years' areas both indoors and outdoors, to review and put in place any developments that need to be made.

29.11 Also, on a day-to-day basis, the Early Years' staff report any areas that need attention to the Bevendean Health and Safety Officer and/or the Site Team, to ensure the areas are fit for purpose and are a suitable learning environment. Opportunities for staff to report Health and Safety Issues are also given at the weekly Communication Meeting; issues are then dealt with immediately or taken to the Health and Safety meeting for further discussion and action.

29.12 We do not allow smoking on the school premises at any time. We follow our legal responsibilities under the Equality Act 2010 (for example, the provisions on making reasonable adjustments). There are adequate toilets and hand basins available to the pupils, with separate toilet facilities for adults. Regular reminders about hygiene and hand-washing are given to pupils during the day.

29.13 Fire drills are conducted every term to ensure everyone on the premises are confident in the process and evacuation procedure.

29.14 The security and safety of the children at Danes Hill is paramount and to that end the school has regularly sought advice from specialist security consultants and other professional bodies, including the local Police Crime Prevention and Police Safer Neighbourhoods Team Officers, considered the security guidelines to schools advised by the Department of Children Schools and Families and undertaken regular periodic internal reviews. This ensures that the children also feel safe and secure within their learning environment.

29.15 The site is secure and during the school day the exits are all locked by keypads ensuring any visitors can only enter the site via a manned Reception. All staff wear distinctive lanyards with photograph ID cards. Children are taught to recognise that staff wear blue lanyards, contractors wear green, and visitors wear red during a termly Safeguarding assembly.

29.16 In line with The Terrorism (Protection of premises) Act 2025, the school has appointed the Operations Director as the "responsible person" in relation to health & safety and protection of premises measures. In addition, regular lockdown drills take place at least annually, staff receive suitable training to deal with critical incident scenarios, and senior leaders and governors have the knowledge and skills to ensure effective preparedness and response to critical incidents. For further details, please refer to the Critical Incident Policy and procedure available on the internal SharePoint.

29.17 Pupils are released into the care of the individuals who have been notified to the school by the parent and staff ensure that children do not leave the premises unsupervised.

29.18 Suitable public liability insurance and other insurance arrangements appropriate for the school activities, are in place.

D. Managing medical needs: Health and medicines

29.19 When starting at Danes Hill School parents/carers within the Early Years can access the Medical Centre Handbook, which explains the procedures to follow if their child has any illnesses, medical matters or first aid requirements. (section 21).

29.20 First aid staff trained in paediatric first aid and one school nurse provide the medical provision in school. Additionally, staff receive annual allergies control training and are made aware of any updated practice.

29.21 A Permission to Administer Medicine form must be completed and signed before any medication can be given to a child. Parents must give clear written instructions of required dosage etc. and hand medicine directly to a member of office staff or to a member of staff in the relevant Early

Years class. Prescribed medicines will be stored correctly as advised on the bottle or packet. If the medicine should be kept in a refrigerator, then it will be stored safely and hygienically. A member of office staff administering the medication must complete an Administration of Medicine Form, giving details of what medicine, dosage and when it was administered. The parent, when collecting the medicine from the office at the end of the day, should sign this form. For Early Years' children, we will discuss with parents the procedure for children who are ill or infectious. It is school policy that children should not return to school until 48 hours have elapsed following a bout of sickness or diarrhoea.

29.22 Soiled clothing and belongings will be returned to the parents /carers at the end of the day in accordance with the Medical Centre Handbook.

29.23 In the event of an accident, where a child needs to be cleaned the school has two nappy changing areas and an Intimate Care procedure which it follows.

29.24 If a child begins to feel unwell at school the class teacher will complete a set of care notes which will be shared with the parent when they come to collect the child.

E. Managing Medical Needs: Accident/injury In the Event of a Minor Accident, Incident or Illness

29.25 The Medical Centre Handbook outlines procedures in the event of a minor accident.

- In the first instance, a First Aider will be notified and take responsibility for deciding upon the appropriate action
- A First Aider will assess the situation and decide whether the child can safely wait for their parent/carer to arrive. If necessary, the school nurse can be called to attend
- If the child needs to go straight to hospital, an ambulance will be called. The parent/carer will also be contacted. A member of staff will accompany the child to the hospital and will consent to medical treatment being given
- If the child does not need to go straight to the hospital but their condition means they should go home, the parent/carer will be contacted and asked to collect their child. In the meantime, the child will be made as comfortable as possible and be kept under close supervision
- Parents/carers will be made fully aware of the details of any incidents involving their child's health and safety, and any actions taken by the school and its staff
- All such accidents and incidents will be recorded in detail and logged in the Accident Record Book or Incident Record Book. Parents/carers will be informed on the same day and asked to sign in the relevant section of the book to acknowledge the incident or accident and any action taken by the school and its staff
- The Head of Pre Prep and other relevant members of staff should consider whether the accident or incident highlights any actual or potential weaknesses in the School's policies and procedures, and act accordingly, making suitable adjustments where necessary

29.26 There is a first aid box available at all times within the Early Years' area that has all appropriate contents needed for treating minor injuries.

29.27 In the event of a toileting accident, the child will be cleaned, and their clothing will be changed in a dignified manner, in accordance with the school Intimate Care Procedure, whilst carefully balancing it with the safeguarding considerations.

30. Missing Child / Late Collection

30.1 Late collection and arrangements to prevent children going missing are in place. Please see the *Missing Child Policy / Late Collection Procedure for further details.*

Section 6

31. General Information

A. Information and Records

31.2 Up to date records are made within school on the iSAMS system. Confidentiality of records is maintained about staff and children, with access only available to those who have a right or professional need to see them. Parents and/or carers may access all records about their child, provided that no relevant exemptions apply to their disclosure under the 'Data Protection Act (2018)' [which incorporates GDPR]. The retention period for any records in relation to individual children must be 'reasonable'.

B Information about the Child

31.3 When a child starts in Early Years, we gather information including: full name, date of birth, name and address of every parent/carer who is known to the school, information about any other person who has parental responsibility for the child, details of which parent(s) the child normally lives with, emergency contact details for parents and/or carers, password and other named people to pick up at home time.

C. Information about the Provider

31.4 Information (including name, home address and telephone number) is held on each member of staff that is employed on the premises and anyone who is in regular contact with the children attending the provision. DBS (Disclosure and Barring Service) checks are carried out on all staff and on anyone who comes into regular contact with the children at Danes Hill School.

32. Complaints

32.1 At Danes Hill Pre-Prep (EYFS: Tiny, Mini Transition, Transition & Reception) we aim to provide the highest quality education and care for all our children. We aim to offer a warm welcome to each individual child and family and to provide a warm and caring environment within which all children can learn and develop.

32.2 We believe children and parents are entitled to expect courtesy and prompt, careful attention to their concerns. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve our group at any time.

32.3 A parent who is uneasy about any aspect of the EYFS provision should first talk over any worries and anxieties with the class teacher and Head of Year. If necessary, the issue can then be taken

to the Head of EYFS or Head of Pre-Prep. If this does not resolve the issue or if the problem recurs, the parent should put the concerns or complaint in writing and request a meeting with the Head who will address the matter within 28 working days. Please see the school Complaints Policy for stages and procedures.

A. The Role of the Registering Authority

32.4 In some circumstances, it might be necessary to bring in the local authority registration inspection unit, who have a duty to ensure laid down requirements are adhered to. +The registering authority would be involved if a child appeared to be at risk or where there seemed to be a possible breach of registration requirements. In these cases, both the parent(s) and Danes Hill School would be informed, and a development worker would work with "Children's Schools and Families" to ensure a proper investigation of the complaint, followed by appropriate action.

B. OFSTED / ISI

32.5 The school is inspected by Independent Schools Inspectorate (ISI) and Ofsted – the Office for Standards in Education, Children's Services and Skills will inspect and regulate care for children and young people and inspect education and training for learners of all ages.

32.6 A parent has the right to contact the Ofsted helpline or the Independent School Inspectorate if they so desire. Providers must provide Ofsted, on request, with a written record of all complaints made during any specified period, and the action which was taken, as a result of each complaint.

ISI's contact details are:
Email: concerns@isi.net Phone: 020 7600 0100
Address: CAP House, 9-12 Long Lane, London EC1A 9HA

Ofsted's contact details are:
Email: enquiries@ofsted.gov.uk Phone: 0300 123 4666/0300 123 1231
Address: Piccadilly Gate, Store Street, Manchester M1 2WD

32.7 We believe that most complaints are made constructively and can be sorted out at an early stage. We also believe that it is in the best interests of Danes Hill School and parents that complaints should be taken seriously and dealt with fairly and in a way that respects confidentiality. This information is displayed at the Pre-Prep Bevendean site for parents. Please see the Complaints Policy and Procedures published on the school's website.

32.8 As Danes Hill Pre-Prep does not welcome children under the age of 2 years, it is not required to register on the Ofsted Early Years Register and only children who are attending the school may attend wrap around care or holiday clubs.

32.9 The ISI – Independent Schools Inspectorate, are responsible for the inspection process in independent schools. Current inspection reports are available on their website.

32.10 Our aim is to raise aspirations and contribute to the long-term achievement of ambitious standards and better life chances for service users. Their educational, economic and social well-being will in turn promote England's national success.

Appendix A

Overview and Early Learning Goals

Prime Area: Communication and Language

- Listening, Attention and Understanding
- Speaking

Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

ELG: Listening, Attention and Understanding
Children at the expected level of development will:
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

- Make comments about what they have heard and ask questions to clarify their understanding.

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking
Children at the expected level of development will:
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Appendix B

Overview and Early Learning Goals

Prime Area: Physical Development

- Gross Motor
- Fine Motor

By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision help with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

ELG: Gross Motor Skills
Children at the expected level of development will:
- Negotiate space and obstacles safely, with consideration for themselves and others.

- Demonstrate strength, balance and coordination when playing.

- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills
Children at the expected level of development will:
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

- Use a range of small tools, including scissors, paint brushes and cutlery.

- Begin to show accuracy and care when drawing.

Appendix C

Overview and Early Learning Goals

Prime Area: Personal, Social and Emotional Development

- Self-Regulation
- Managing Self
- Building Relationships

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.

ELG: Self-Regulation
Children at the expected level of development will:
- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self
Children at the expected level of development will:
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

- Explain the reasons for rules, know right from wrong and try to behave accordingly.

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships
Children at the expected level of development will:
- Work and play cooperatively and take turns with others.

- Form positive attachments to adults and friendships with peers.

- Show sensitivity to their own and to others' needs.

Appendix D

Overview and Early Learning Goals

Specific Areas: Literacy

- Comprehension
- Word Reading
- Writing

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

ELG: Comprehension

Children at the expected level of development will:
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

- Anticipate – where appropriate – key events in stories;

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:
- Say a sound for each letter in the alphabet and at least 10 digraphs;

- Read words consistent with their phonic knowledge by sound-blending;

- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing
Children at the expected level of development will:
- Write recognisable letters, most of which are correctly formed;

- Spell words by identifying sounds in them and representing the sounds with a letter or letters;

- Write simple phrases and sentences that can be read by others.

Appendix E

Overview and Early Learning Goals

Specific Areas: Mathematics

- Number
- Numerical Patterns

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. 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 - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

ELG: Number
Children at the expected level of development will:
- Have a deep understanding of number to 10, including the composition of each number; 14
- Subitise (recognise quantities without counting) up to 5;

- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns
Children at the expected level of development will:
- Verbally count beyond 20, recognising the pattern of the counting system;

- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;

- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Appendix F

Overview and Early Learning Goals

Specific Areas: Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increase their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: Past and Present
Children at the expected level of development will:
- Talk about the lives of the people around them and their roles in society;

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities
Children at the expected level of development will:
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World
Children at the expected level of development will:
- Explore the natural world around them, making observations and drawing pictures of animals and plants;

-Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Appendix G

Overview and Early Learning Goals

Specific Areas: Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

ELG: Creating with Materials
Children at the expected level of development will:
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

- Share their creations, explaining the process they have used;

- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive
Children at the expected level of development will:
- Invent, adapt and recount narratives and stories with peers and their teacher;

- Sing a range of well-known nursery rhymes and songs;
-Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.