

The Cornwall Independent School

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY – RECEPTION CLASS

This document which applies to the whole school, including the Early Years Foundation Stage (EYFS), is available on request, from the School Office, and can be made available in large print or other accessible format if required, from the School Office.

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (child protection). Our fundamental priority is our children and their wellbeing; this is first and foremost.

Scope of this Policy: This policy applies exclusively to children in the Reception class at The Cornwall Independent School — that is, children who are four years of age (turning five during the academic year). This policy is a live document that is sensitive to our working practices and is subject to change according to the needs of The Cornwall Independent School (TCIS). All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force and other statutory and best practice documentation cited in this documentation. cited throughout this document. This policy is based on and gives effect to:

- The Statutory Framework for the Early Years Foundation Stage: EYFS Statutory Framework for group and school-based providers, applicable from 1 September 2026 (“the EYFS Framework”);
- Keeping Children Safe in Education (September 2026) (“KCSIE”), which applies alongside Section 3 of the EYFS Framework wherever a school has Reception provision;
- The Independent School Standards Guidance (April 2026);
- The Childcare Act 2006;
- The Equality Act 2010;
- The Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015, as amended and currently in force pending the outcome of the Government's SEND reform consultation);
- The Children's Wellbeing and Schools Act 2026;
- The schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- The Data (Use and Access) Act 2025 and the UK GDPR / Data Protection Act 2018 (as amended);
- The statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (published 15 July 2025, statutory from 1 September 2026), insofar as it informs the Personal, Social and Emotional Development learning in Reception (see “Relationships, Health and Wellbeing Education in Reception”, below);
- Statutory guidance on supporting pupils with medical conditions and allergies (“Benedict's Law”), statutory from September 2026;
- The Health and Safety at Work etc. Act 1974 and the Health and Safety (First Aid) Regulations 1981;
- Working Together to Safeguard Children (statutory guidance amended and currently in force).

At The Cornwall Independent School we believe that:

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” Statutory framework for The Early Years Foundation Stage (EYFS): (DfE: currently in force)

Monitoring, Review and Adaptation: The text of this policy is **necessary** and proportionate to meet the needs of The Cornwall Independent School, supporting those who work with our pupils, **making clearer** the responsibilities of school staff, volunteers, proprietor and the Governance Advisory Body. These arrangements are subject to continuous monitoring, refinement, and audit by the Headteacher. The Governance Advisory Body is committed to regularly reviewing and updating our policies to ensure they remain relevant and effective in supporting our school's mission and values, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements, and it will be made available to them in writing or electronically.

The Policy Owner is Miss Clemency Anthony, who is the Reception Class Teacher

Other Key named post holders:

- Designated Safeguarding Lead (DSL) Miss Jayne Chapman
- Deputy Designated Safeguarding Lead / DSL cover Mrs Miss Louise Adams (Headteacher) and Senior Attendance Champion (whole school) in line with Working Together to improve School Attendance DfE: currently in force)
- EYFS Special Educational Needs Co-ordinator (SEND CO) Miss Clare Hawkins and Deputy Designated Safeguarding Lead / DSL cover

Reviewed: September 2026

Next Review: September 2027 (or sooner, to reflect any material change in statutory or best practice requirements)

Signed



Miss Louise Adams
Headteacher

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child.

Keeping Children Safe in Education (September 2026)

If you have any concerns related to the welfare or safety of a child, including online-safety and safeguarding (sometimes known as 'e-safeguarding') please contact the Designated Person and safeguarding lead without delay. The school's Designated Person and safeguarding lead is Miss Jayne Chapman, DDSL Mrs Clare Hawkins & Miss Louise Adams.

Please see the Child Protection Policy for further information about safeguarding and promoting the welfare of children.

This policy is based on the [Department for Education \(DfE\) Statutory framework for the early years foundation stage](#) (2026). Other key statutory background and guidance include: [the Childcare Act](#) (2006), [the Equality Act](#) (2010), [the Special Educational Needs and Disability Code of Practice, 0-25 years 2015 \(SEND Code 2024\)](#), and [Keeping Children Safe in Education](#) (September 2026) (KCSIE).

Reception at The Cornwall Independent School

The Reception Class form the entirety of the Early Years Foundation Stage (EYFS) at The Cornwall Independent School. This class is an essential part of the school, setting the standards for early learning and is built on the standards set by the DfE's *Statutory framework for the early year's foundation stage* (EYFS Framework 2026) which includes the *learning and development requirements* and the *safeguarding and welfare requirements*. The EYFS Framework ensures that:

"Children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the right foundation for good future progress through school and life."

Statutory framework for the early year's foundation stage (2026)

Practice in the Reception Class at The Cornwall Independent School is shaped by the four overarching principles of the EYFS Framework (DfE, 2026). These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time.
- children benefit from a strong partnership between practitioners and parents and/or carers.

Importance of learning and development - Children develop and learn at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND). Our aim is to ensure that children feel happy, safe and confident in the environment, so they are able to thrive and succeed in their learning and all that they do at The Cornwall Independent School. For further information in support of the above, please see the schools:

- Pupil Equality, Equity, Diversity and Inclusion Policy and Special Educational Needs and Disabilities (SEND) Policy.

Learning and Language Requirements

The EYFS Framework learning and development requirements cover:

- the seven **areas of learning and development** that set out what providers must teach the children in their settings. All areas of learning and development are important and interconnected;
- the **early learning goals** which summarise the knowledge, skills and understanding that all young children should have gained by the end of the EYFS;
- **Assessment arrangements** for measuring progress (and requirements for reporting to parents and/or carers).

. The seven areas of learning and development, and the associated early learning goals, are categorised as follows in Table 1:

Table 1: Areas of Learning and Development and the Early Learning Goals

Area of Learning and Development	Early Learning Goal
Prime Area	
<i>Communication and Language</i>	Listening and attention and understanding; Speaking
<i>Physical Development</i>	Gross Motor Skills; Fine Motor Skills.
<i>Personal, Social and Emotional Development</i>	Self-regulation; Managing self; Building relationships.
Specific Area	
<i>Literacy</i>	Comprehension; Word Reading; Writing.

<i>Mathematics</i>	Numbers; Numerical Patterns.
<i>Understanding the World</i>	Past and Present; People, Culture and Communities; The Natural World
<i>Expressive Arts and Design</i>	Creating with Materials; Being Imaginative and Expressive.

The Reception Class curriculum at The Cornwall Independent School reflects the above seven areas of learning and development, the early learning goals, and the assessment required to measure each child's achievement and individual progress. The experiences that our children meet often enable them to develop several of the competencies, skills and concepts across several areas of learning simultaneously, reflecting the interconnected nature of these areas

At The Cornwall Independent School all Reception practitioners aim to promote a learning environment that matches the individual needs of children. Practitioners observe, assess and plan to ensure all teaching is challenging and playful across the prime and specific areas of development. Children will be encouraged to become effective, motivated and independent learners. The class teacher recognises that each child is an individual, therefore the development statements should not be taken as necessary steps and should not be used as direct checklists. The age bands as they are, are not fixed age boundaries, however they do suggest a typical range of learning from 'Children in Reception'.

The planning is topic based in Reception but has the freedom to run alongside the children's interests in order to offer a unique approach to the children. In Reception, children's learning is taught and assessed using the EYFS Framework and Developmental Matters handbook. Children's learning is observed by ongoing formative assessment. From these observations the teachers are able to see the children's interests and can monitor their learning based on both process and outcome. This information feeds forward into planning, creating a circular approach to education and allows teachers to record meaningful learning opportunities.

The EYFS Profile: The EYFS Profile (EYFSP) summarises and describes each child's attainment at the end of the EYFS. It is based on on-going assessment in the 3 prime and 4 specific areas of learning, and provides parents and carers, EYFS practitioners and the Year 1 teacher with a picture of the child's knowledge, understanding and abilities, progress against expected levels, and their 'school readiness' for Year 1. Each child's level of development is assessed against the 17 early learning goals (see Table 1, above) along with a short commentary on each child's skills and abilities in relation to the 3 key characteristics of effective learning (playing and exploring, active learning, creating and thinking critically).

For each early learning goal, EYFS practitioners judge whether a child is meeting the level of development expected at the end of Reception ('expected') or not yet reaching it ('emerging'). This will support future curriculum planning and provide the Year 1 teacher with important information about each child's approach to learning, stage of development and learning needs to assist with planning activities. Parents receive regular updates on their child's achievements through parents' meetings, home communication books, Tapestry, and sometimes Google Classroom our learning platform and an end of year report which shares the EYFS levels and general feedback relating to each area of learning.

Role of Class Teacher and Teaching Styles: Features of effective teaching and learning at The Cornwall Independent School include, the:

- partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- understanding that teachers have of how children develop and learn, and how this affects their teaching;
- range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- carefully planned curriculum that helps children achieve the early learning goals by the end of their Reception Year;
- provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical,

social and emotional skills and abilities;

- encouragement for children to communicate and talk about their learning, and to develop independence;
- support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- play based learning to support all areas of learning and development in the EYFS;
- identification of the progress and future learning needs of children through observations, which are regularly shared with parents and
- clear aims for the work undertaken, and the regular monitoring to evaluate and improve where necessary.

Play in the Reception Class: Play is an 'essential part for children's development, building their confidence as they learn to explore, to think about independently, problem solve and relate to others'. 'Playing and exploring' is one of the 3 characteristics of effective learning in the EYFS (see EYFS Profile, above), and each of the seven areas of learning and development are implemented through planned, purposeful play and a mixture of adult-led and child-initiated activities.

Playing and exploring allows children to investigate and experience things, and 'have a go', helping children make sense of the world. For example, playing co-operatively and learning to take turns with others is fundamental to how children learn to make relationships, one of the early learning goals associated with children's personal, social and emotional development. Through play, EYFS children practise skills and build up ideas, develop their independence and resilience, as well as developing social skills enabling them to make friendships. They have the opportunity to think, imagine and express themselves creatively alongside other pupils from the whole school community, as well as independently. They learn to communicate with others as they investigate and solve problems through play, learn to manage their feelings and behaviour, and form positive relationships with children and adults alike.

Inclusion in the Reception Class: The Cornwall Independent School takes great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. The school is committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs.

Discrimination on the grounds of age, sex, special educational need, disability, race, religion or belief, marriage or civil partnership, gender reassignment, pregnancy or maternity, sex, sexual orientation, ethnic or national origin, or political belief has no place within this school. We give our pupils every opportunity to achieve their best. We do this by taking into consideration our pupil's range of life experiences and cultural backgrounds when planning for their learning.

We meet the needs of all children by:

- keeping class sizes at a maximum of 12 pupils to enable maximum attention for each child, and greater participation;
- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's differentiated learning needs;
- providing a wide range of opportunities to motivate and support pupils and to help them to learn effectively;
- providing a stimulating classroom environment;
- planning challenging and stimulating activities for pupils whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary and
- providing opportunities for children to develop a sound homework ethic from the age of 4 onwards.

From the outset, we look for parental involvement in further developing their child's learning.

Practice is shaped by the EYFS Framework's four guiding principles (above). In keeping with the EYFS Framework (DfE, 2026), the school strives to provide:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their

individual interests and needs and help them to build their learning over time.

- Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development.
- Children develop and learn at different rates.

Early learning opportunities offered in the school encourage children to develop positive attitudes to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- making children feel valued and good about themselves;
- ensuring that all children have equal access to early learning and play opportunities;
- reflecting the widest possible range of communities in the choice of resources
- avoiding stereotypical or derogatory images in the selection of materials and celebrating a wide range of religions, beliefs and festivals
- creating an environment of mutual respect and empathy
- helping children to understand that discriminatory behaviour and remarks are unacceptable
- ensuring that all early learning opportunities offered are inclusive of children with learning difficulties and/or disabilities and children from disadvantaged backgrounds
- encouraging children to understand and display British values add
- ensuring that children whose first language is not English have full access to the early learning opportunities and are supported in their learning.

Achieving Continence: It is preferable and highly encouraged that your child's toilet training is complete before they start in Reception at The Cornwall Independent School. If your child's toilet training is not complete it is essential that you discuss this with your child's key person (class teacher) before your child starts attending so that an intimate or personal care procedure for supporting your child can be agreed in advance

Where intimate or personal care is required (for example, in relation to toileting accidents), staff balance the child's privacy and dignity with the school's safeguarding responsibilities and the child's individual support needs, in line with the EYFS Framework and the school's Intimate Care Policy. Please see the Intimate Care Policy, the Inclusion and Equality Policy, the Special Educational Needs Policy, the English as an Additional Language Policy and the Behaviour Policy for further information.

The Special Education Needs Coordinator (SENCO) for the EYFS is Mrs Clare Hawkins. Please see the Inclusion and Equality Policy, the Special Educational Needs Policy, the English as an Additional Language Policy, and the Behaviour Policy for further information.

Nutrition, Food and Drink in the Reception Class: In line with the EYFS Framework's safer eating requirements, meals, snacks and drinks provided to Reception children (or brought from home) must be healthy, balanced and nutritious, having regard to current DfE early years nutrition guidance. Fresh drinking water is always available and freely accessible to children.

A member of staff who holds a current Paediatric First Aid (PFA) qualification is present in the room whenever Reception children are eating. Children always remain within the sight and hearing of a member of staff during snack and mealtimes, so that any signs of choking or distress can be identified and responded to immediately. Any choking incident is recorded and reviewed in line with the school's First Aid Policy and Health and Safety Policy.

Allergies and Medical Conditions: Before a child is admitted to Reception, parents are asked to provide full details of any known allergies, medical conditions and dietary requirements or intolerances. This information is shared with all staff involved in preparing, handling or supervising food for that child, and clear responsibility is assigned at each meal and snack time for checking that the food provided meets each child's dietary requirements.

Where a child has a diagnosed allergy, an individual allergy action plan (based on the BSACI allergy action plan template) is developed with parents, and where appropriate the child's medical team, and is kept under regular review. This reflects the school's obligations under the DfE's statutory guidance on supporting pupils with medical conditions and allergies ("Benedict's Law"), which is statutory from September 2026.

- all staff working with the reception class receive annual training in recognising and responding to allergic reactions and anaphylaxis, including the use of adrenaline auto-injectors (AAIs);
- the school holds spare AAIs on site, with a stock and replacement system, in line with its allergy policy;
- individual healthcare plans for pupils with diagnosed allergies or medical conditions are signed by parents and, where appropriate, medical professionals, and are shared with all relevant staff.

Please see the school's Allergy Policy (incorporating the management of anaphylaxis and asthma) and Supporting Pupils with Medical Conditions Policy for further information; both are available on the school website.

Fundamental British Values in the Reception Class: In line with Standard 5 of the Independent School Standards and the Independent School Standards Guidance (April 2026), the school actively promotes each of the four fundamental British Values (FBVs) by name, rather than a generalised 'values-based' approach. In the Reception class this is delivered age-appropriately, for example:

- democracy — children make simple collective choices, for example voting for a class story, song or 'star of the week', and are encouraged to have their say and to listen to others;
- the rule of law — children help to create and understand simple, consistent class rules and boundaries, and begin to understand that actions have consequences;
- individual liberty — children are given safe, appropriate choices during child-initiated play and are encouraged to express their preferences and ideas and
- mutual respect and tolerance of those with different faiths and beliefs — children learn to share, take turns and listen to others, and the class celebrates a wide range of festivals, cultures and family structures.

Evidence of children's growing understanding of the FBVs is captured through ongoing observation and each child's Tapestry learning journal, alongside adult-led discussion, so that the school can evidence where each value is taught, how it is promoted, and what understanding pupils have shown — consistent with the evidence expectations in paragraph 2.7 of the Independent School Standards Guidance (April 2026).

Reception Involvement in School Life: At The Cornwall Independent School, we offer a range of extra-curricular clubs each term. From the summer term Reception parents are invited to choose from a range of clubs that best suit their child's interests. The Cornwall Independent School will also host and arrange whole school events such as sports days, class assemblies, charity events, fairs and school performances to which all children and their parents/careers will be invited to take part.

The role of parents as partners: The Cornwall Independent School believes in a strong partnership between parents and school staff. We believe that all parents have an essential role to play in the education of their child. We recognise the need for them to support their child and the school in order to aid the learning and development, as well as safeguarding and welfare, of every child in the school community. This is achieved as follows:

- Meeting with parents about their child before they attend school
- Children have the opportunity to spend time with their prospective teacher in the Reception setting before starting at The Cornwall Independent School by attending 'transition days'
- Our reception teacher contacts the child's current nursery and visits the child during one of their sessions.
- Inviting all Reception parents to attend the New Parents meeting before their child starts school
- Offering parents regular opportunities to talk about their child's progress in our Reception through daily communication and encouraging parents to talk to their child's teacher if there are any concerns. The school has an open-door policy, and teachers are available to talk to parents outside of the formal parents' evenings allocated by the school
- Formal Parents' Evenings take place twice yearly and provide an opportunity for the teacher and parents to discuss the child's progress. Parents are prompted to sign up to the individual meeting timeslots in advance of each Parents' Evening. Parents also receive a written report on their child's attainment and progress yearly;

The Cornwall Independent School (UK) Ltd is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

- Parents helping and supporting their child with homework which mirrors the child's learning at school this can be shared through Tapestry.

Attendance and Prolonged Absence in the Reception Class: Attendance for the Reception class is managed within the school's whole-school Attendance Policy, which reflects the School Attendance (Pupil Registration) (England) Regulations 2024 and the statutory guidance Working Together to Improve School Attendance (which is statutory through KCSIE). Registers are electronic and retained for six years.

In addition, and reflecting the specific requirements of the EYFS Framework for Reception-age children, the school:

- shares clear procedures with parents, from the start of the academic year, for reporting a child's absence, including what to do if a child is absent without explanation or is absent for a prolonged period;
- follows up promptly on any unexplained reception absence on the day it occurs, given the increased vulnerability of very young children, escalating in line with the whole-school attendance policy and, where safeguarding concerns arise, the child protection policy;
- holds, wherever possible, more than two emergency contact numbers for each reception child. where only two contacts can be obtained, the school documents the efforts made to obtain a third;
- does not use part-time timetables for behavioural reasons; a part-time timetable is used only where there is a genuine health-related reason, agreed with parents and reviewed regularly.

Please see the attendance policy, the non-collection of children policy and the missing child policy for further information.

The safeguarding and welfare requirements: The Reception at The Cornwall Independent School follows the standards set by the EYFS Framework to keep children safe and promote their welfare. The EYFS safeguarding and welfare requirements are met through the school's Safeguarding and Child Protection Policy, which this Reception Policy supports and does not duplicate. Keeping Children, Safe in Education (September 2026) applies alongside Section 3 of the EYFS Framework in respect of the Reception Class.

Where the two documents address the same issue, staff follow whichever standard affords the greater protection to children.

If you have any concern related to the welfare or safety of a child — including online safety and safeguarding (sometimes known as 'e-safeguarding') — please contact the Designated Safeguarding Lead without delay. The school's Designated Safeguarding Lead is Miss Jayne Chapman. Robust cover arrangements are in place so that a trained deputy is always available to act on safeguarding concerns without delay whenever the Designated Safeguarding Lead is unavailable, in line with KCSIE (September 2026).

- Safer recruitment: all staff and volunteers working with the Reception Class are recruited in line with the school's Safe Recruitment Policy, including obtaining appropriate references and an enhanced DBS check with barred list information before appointment, consistent with the EYFS Framework's safer recruitment requirements for all EYFS appointments;
- Whistleblowing: the school has whistleblowing arrangements in place, reflected in the Safeguarding and Child Protection Policy and the Staff Code of Conduct, enabling any member of staff to raise a concern about the conduct of a colleague working with the Reception Class, including externally via the NSPCC whistleblowing helpline where appropriate;
- Low-level concerns: any concern about the conduct of an adult that falls below the threshold for a safeguarding referral is recorded and managed in accordance with the Low-Level Concerns provisions of the Safeguarding and Child Protection Policy.

Please see the Safeguarding and Child Protection Policy, Safer Recruitment, Selection and Disclosures Policy, Staff Code of Conduct the Non-Collection of Children Policy and the Missing Child Policy for further information.

If you have any concerns related to the welfare or safety of a child, including online-safety and safeguarding (sometimes known as 'e-safeguarding') please contact the Designated Person and safeguarding lead without delay. The school's Designated Person and safeguarding lead is Miss Jayne Chapman. Please see the Safeguarding and Child Protection Policy for further information.

Supervision of Children: All children in the Reception Class have a key person which is their class teacher. Please see the Supervision of Children Policy for further information. Staff qualifications, training, support and skills are up to date, and regular opportunities are provided for the staff Continuing Professional Development (CPD). A qualified teacher is always working in EYFS with the support of a Teaching Assistant. Staff are recruited using the procedure set out in the Safe Recruitment Policy. Staff are supervised by the

Head Teacher.

Use of Mobile Phones, Cameras and Imaging Devices in the Reception Class: In line with the EYFS Framework and the school's Mobile Phone Policy, staff do not use personal mobile phones, cameras, tablets, smart watches or any other personal device capable of capturing or sharing images while working directly with Reception children. Personal devices of this kind are used only during non-contact time, when children are not present, and are stored securely at all other times. Photographs and videos of children for learning records (for example, the Tapestry online learning journal) or for promotional purposes are taken only on the school's own official devices, in line with the image-consent provisions of the Data Protection Policy and Privacy Notice, and only with parental consent.

Please see the Mobile Phone Policy, the Staff Code of Conduct, the Online Safety Policy and the Data Protection Policy for further information.

Online Safety, Filtering and Monitoring: Although Reception children do not use personal devices independently, the school network and devices used within the Reception Class setting (for example, interactive whiteboards, staff tablets, and learning platforms such as Tapestry) are subject to the school's filtering and monitoring systems. The effectiveness of these systems is reviewed at least once every academic year, in line with KCSIE and the DfE's filtering and monitoring standards, with cybersecurity treated as a safeguarding matter. Please see the Online Safety Policy, the Acceptable Use Policy and the Cybersecurity Policy for further information.

Policy on the Administration of Medicine in the Reception: Reception Class staff follow the school's procedures to promote the good health of children attending the setting. The procedures for responding to children who are ill or infectious; the necessary steps to prevent the spread of infection; and the appropriate action to be taken if a child is ill.

EYFS staff will NOT administer any medication unless prior written consent is given for each and every medicine. The school has a separate medication consent form for parents to complete. Please ask your child's teacher for one when necessary. Please see the Administration of Medication Policy. EYFS staff will endeavour to follow parents' instructions but reserve the right to refuse to administer medication to a child in their care, if they believe this affects the safety of the child.

Storage of Medications: The procedure for the storage of medication including life-saving prescribed medications, i.e. "emergency medications", is set out in the school's First Aid Policy and the Administration of Medication Policy. All medications must be securely stored out of sight and reach of children, in the wall-mounted medication cabinet in the medical room near the office.

Emergency medication, such as inhalers and EpiPens, will be easily accessible by staff in case of an immediate need, but will remain out of children's reach and under supervision at all times. Emergency medications are taken when he or she is participating in activities outside of the school buildings e.g. at sports facilities, or on an educational visit/school trip. Additional emergency medications will be stored in the medication cabinet.

Staff Medications/other substances: All staff must be fit to work. All staff must sign a medical declaration before starting work at the school.

Staff must not be under the influence of alcohol or any other substance that may affect their ability to care for children. Staff must seek medical advice if they are taking medication which may affect their ability to care for children, and those staff may only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Any staff medication must be securely stored at all times. Staff medication must be clearly labelled and stored in the medication cabinet.

First aid bags should only contain items permitted by the Health and Safety (First Aid) Regulations Act 1981, such as sterile dressing, bandages, and eye pads. No other medical items, such as paracetamol, ibuprofen or aspirin or any staff medication, should be kept in the first aid bags.

Hygiene procedures for dealing with the spillage of bodily fluids: Please see the health and safety policies, Infection Control Policy and wet and soiled children procedure for more details.

Accident Reporting Procedures, including those reportable under RIDDOR: Please see the Health and Safety Policy.

Paediatric First Aid: At least one member of staff qualified in paediatric first aid will always be present in the EYFS setting and on any EYFS trips or educational visits. Staff will follow their training, and the procedures set out in the school's First Aid Policy.

Managing Behaviour: The procedures for managing children's behaviour in the EYFS, including promoting and rewarding positive behaviour, and sanctions for poor behaviour, are set out in the school's Behaviour Policy.

Please note, corporal punishment is **NEVER** given to a child. Physical intervention and restraint should only be used when no other form of control is available, and it is only necessary to intervene for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. The school has a policy on Physical Contact, and Restrictive Interventions along with a Staff Code of Conduct (Staff Behaviour Policy that sets the expectation for the standards of behaviour all staff are expected to observe.

Health and Safety: Please see the Health and Safety Policy and the Risk Assessment Access to Risky Areas Policy. Risk Assessments are carried out for the classroom and play areas, and daily safety checks are completed for EYFS areas. Additional risk assessments are completed for and educational visits.

Complaints Procedure: The procedure for dealing with complaints from parents or carers of children in the EYFS is set out in the whole school Complaints Procedure.