



## All Souls CE Primary School

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*Experiencing life in all its fullness, we grow to be the best that we can be. (Based on Biblical Reference John 10:10)*

# EYFS Policy

**Date of Policy:** July 2024

**Review Date:** Annually – July 2025

**Lead Person:** EYFS Lead

**Committee:** Pupil Development and Well Being

### EYFS Policy - Overview

#### Introduction

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. 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 EYFS, 2020)

#### **Intent**

Our aim in All Souls EYFS is for all our children to be “experiencing life in all its fullness” and therefore “grow to be the best that we can be”. We provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential and experience life in all its fullness.

At All Souls we have developed our own curriculum to make sure that it is engaging, challenging and relevant to our children whilst also covering the EYFS Framework fully. It reflects our children and staff and is adapted depending on our children and their interests and experiences. The EYFS education we offer our children is based on the following principles:

- It builds on what our children already know and can do
- It ensures that no child is excluded or disadvantaged

- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors
- It provides a rich and stimulating environment
- It acknowledges the importance of a full working partnership with parents and carers.

We pride ourselves on being an inclusive setting, with children attending All Souls' Autism Resource Provision, The Village, learning alongside their peers in the unit at regular opportunities. We also have a high number of children with English as an additional language both of which has driven us to ensure excellent communication and language is modelled, taught and supported through every interaction.

## **Implementation**

The school day is split into child initiated active Learning and adult directed learning, the latter increasing as the children move up the classes. Continuous and Enhanced Provision are on offer during Active Learning. Adults engage with children during this Active Learning time to ensure they are moving children's learning forward and addressing their next steps. Adult Directed learning takes place throughout the year and is a designated time to address specific learning with the children. This can be as a whole-class, small group work or 1:1. The balance of these learning opportunities will be different for each year group and changes as the year progresses. We plan activities based on our progression of skills in all seven areas of learning as well as in the moment planning following cultural events and our children's interests.

## **Impact**

Through implementing the above we will see the impact in our Children's progress; making good progress or better based on their individual starting points. Those with lower starting points will have received targeted support to allow us to bridge the gap with their peers. Our children will actively demonstrate curiosity, compassion, resilience and other characteristics of effective learning. At the end of Reception our children will reach or exceed the Early Learning Goals. Our children will be ready to transition from the Early Years curriculum to the National Curriculum in Year 1 when they leave us.

## **The EYFS Foundation Stage is based on four themes:**

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

## **A Unique Child**

At All Souls Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured.

## **Positive Relationships**

At All Souls Primary School, we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

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## **Enabling Environments**

At All Souls Primary School, we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning.

## **Learning and Development**

We give our children every opportunity to achieve their best and planning is adapted to meet the needs of all children. We do this by taking account of our children's range of life experiences and next steps when we are planning for their learning.

## ***The EYFS Curriculum***

There are seven areas of learning and development that must shape educational provision in EYFS settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.

They require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

## ***The three Prime areas:***

### **Personal, Social and Emotional Development**

For many pupils, our Early Years Classrooms are the first setting they have been to, away from parents and loved ones, a place to explore and call their own. Pupils become increasingly independent through taking on responsibilities and directing their own play. Through active learning and critical thinking children build up their resilience and problem solving skills. We understand the importance and impact positive relationships have so teachers quickly build these with new pupils and families to ensure they feel supported and safe. We also support children with building those positive relationships with each other. Interventions and scaffolded play are introduced to those who find these interactions trickier.

## **Communication and Language**

Pupils develop their speaking and listening skills throughout the day, during playing and exploring time children practise using conversational language with their peers and hear it modelled by teachers. During small group work children are supported to listen and respond to each other. Vocabulary is introduced through stories and activities and modelled frequently to encourage children to use new vocabulary during their interactions. Communication and language underpins all areas of learning so we understand how essential it is to identify and support any children who need additional practice. We assess all our children's speech and language when settled with us and use speech and language intervention programme Wellcomm to give targeted 1:1 or small group interventions. High quality formal, standard English speech is modelled carefully by all members of staff (both verbally and in writing). Pupils are exposed to new vocabulary through learning different topics. We use a three tier vocabulary framework to help pupils develop from everyday use of basic words to general academic language and then to "domain specific language".

## **Physical Development**

It is vital for pupils in Early Years to build up both their gross and fine motor skills. Being a school in central London we are aware the majority of pupils have little or no access to outside space at home. It is therefore a priority for us to ensure our children can develop their gross motor skills in an engaging outdoor environment. We provide space and time for the pupils to develop their larger muscle groups outside, using bikes and balancing equipment, as well as weekly PE lessons for Reception. We teach catching, throwing and kicking skills through turn-taking group games. We support the development of fine motor skills progressively through nursery, preschool and reception, starting with activities that strengthen muscles through to handwriting practice.

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

### **Specific Areas:**

#### **Literacy**

We aim to give pupils a love of reading and a passion for writing. Books are at the core of our planning with a carefully selected focus book each week, linking to our termly topic. Through books we teach new vocabulary and introduce concepts, ideas and knowledge that children then explore, investigate and deepen their understanding of throughout the week. We know how crucial nursery rhymes and poems are for building the foundations of reading and writing. Nursery and Preschool children have a focus nursery rhyme each week and Reception children learn, explore and perform a focus poem each term.

We teach phonics using Little Wandle Letters and Sounds. In nursery and preschool children are given the foundations for phonics by tuning into sounds, daily rhyme time and lots of informal oral blending practice throughout the day. Pupils in Reception are taught to use their phonics knowledge to decode letters for reading and to segment sounds for spelling. Our pupils are given every opportunity to write with indoor and outdoor mark-making areas. In Nursery and Preschool we begin to develop the pupils' pre-reading skills by telling and sequencing stories and introducing narrative into our play. We develop this further in Reception by reading fully decodable texts, high frequency word cards, writing our own stories and acting out stories using props. In the Spring term of Reception, we move onto Literacy Tree planning used in KS1 and KS2. This scheme ensures that high quality texts are used to enhance all the areas of the Early Years curriculum and lays the foundations for the writing and comprehension skills our children will need as they progress through the school.

## **Mathematics**

In Nursery, pupils will take part in finger rhymes, and begin to count objects up to 5. In Nursery and Preschool pupils are encouraged to count within their play, reciting and ordering numbers to 5 and beyond. In Reception, pupils are taught numbers to 20 and beyond as well as adding, subtracting, doubling and sharing. Shape, pattern and measurements are also an important part of our mathematical curriculum, with pupils being encouraged to identify and recognise shapes within the environment, leading to describing and comparing the properties of shape by the end of Reception. There are many areas of maths that are taught predominantly through play, such as capacity, weight, height and length. Pupils investigate these concepts in areas such as the water tray and the sand pit. We use PowerMaths scheme to support adult led Maths planning in Reception- this is also used throughout the school to ensure a smooth transition into the National Curriculum.

## **Understanding the world**

Pupils begin to develop the skills and understanding needed to make sense of the world

around them. They will have first-hand opportunities to engage with science, design technology, history, geography and computing whilst playing and exploring both indoors and outdoors. We plan adult led focus activities each week to ensure children are exposed to skills and vocabulary needed to further their understanding and lay the foundations for the skills and knowledge they will need in the future. Reception follow the Kapow and White Rose Schemes in line with KS1 and KS2 to ensure skills are revisited and built upon as they continue their learning journey through our school.

We encourage the pupils to make observations, predictions, test, research and question the world around them as they play and explore. To help them do this we explore our local environment and have visits from members of the local community, such as Trevor, the vicar at All Souls Church who visits us each week. In addition, we

deliver weekly RE lessons and also take part in a weekly KS1 Collective Worship, learning about our school values and meeting KS1 children and teachers.

### **Expressive arts and design**

Pupils explore a variety of media and materials where they can design, build, construct and create. The process of designing, selecting, joining and creating takes priority over the final product. Children are taught a variety of skills such as observational drawing, painting, cutting, sewing to name a few. As well as experimenting with using a variety of mediums, such as paints, chalks, clay and many more. They will also develop their imaginative skills through first-hand experiences in art, music, dance, role-play and imaginative play. Both classes perform throughout the year in the nativity and a termly poetry performance. There are a variety of creative areas both inside and outside of the classroom. Reception uses Kapow schemes to support adult led learning to ensure a smooth transition to the National Curriculum subjects where their skills and knowledge can be built upon.

### **Characteristics of Effective Learning**

Characteristics of Effective Learning (CoEL) advocate that in planning and guiding children's activities, practitioners must reflect on the different ways that children learn, and then reflect these in their practice. A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment.

The three characteristics of effective teaching and learning identified by the EYFS are:

**Playing and Exploring** – children investigate and experience things, and 'have a go'. Sub headings within this COEL are; curiosity, representing experiences and taking risks.

**Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements. Sub headings within this COEL are; persistence, concentration and sense of achievement.

**Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. Sub headings within this COEL are; having own ideas, making links and reviewing.

We believe the CoEL build on from one another; children need to play and explore with a skill before they can actively learn to use and persevere with it. By thinking creatively and critically children can then apply that skill to achieve their own goals and make links.

The focus of the CoELs is on how children learn rather than what they learn i.e. process over outcome. Underpinning the CoELs is the understanding that during their earliest years, children form attitudes about learning that will last a lifetime. Children who

receive the right sort of support and encouragement during these years will be creative, and adventurous learners throughout their lives. Children who do not receive this sort of support and interaction are likely to have a much different attitude about learning later on in life. Hence, why the supportive practitioner, and the environment they provide, need to nurture these CoELs to occur, but without forgetting that children are individuals who bring their own needs, talents and histories to the learning environment.

Observations of children are key to build a holistic picture of the children and ensures we can plan for their next steps. It also allows practitioners to adapt and develop the environment in which the children learn and plan for future teaching and learning opportunities, to ensure every child can continue to learn and develop these characteristics for lifelong learning.

### **Planning**

Development Matters provides the basis for planning throughout the Foundation Stage. A progression of skills document allows teachers to plan each term to ensure activities and resources are available for children to explore specific skills and knowledge. Termly planning is also adapted according to gaps in children's learning or specific interests, based on observations of children. A "links to KS1" document also allows teachers to ensure children in the early years are taught and exposed to the foundations of knowledge and skills they will continue to build on in their school journey. More adult based learning occurs in Reception with planning from whole school schemes being used such as Little Wandle, Power Maths and Kapow.

### **Observations**

Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. During weekly meetings the EYFS team come together to discuss children and their targets.

### **Assessment**

Once settled, all children are informally assessed to allow us to identify next steps and plan for their learning. Reception children take part in the Reception Baseline Assessment in their first six weeks of arrival in Reception. Reception children are also assessed termly in phonics in accordance with the Little Wandle Phonics Programme.

At the end of each term the children are assessed against the 7 areas of learning. The children are either 'on track or 'not currently on track'. The EYFS staff reach their conclusions through daily discussions about the children's learning as well as informal assessments. At the end of the final term in Reception we send a summary of these assessments to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report.

Parents receive an annual written report that gives their child's level of attainment in each EYFS Area and offers detailed comments on each child's attitude to learning (Characteristics of Effective Learning), and Interests and Achievements. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in early July each year.

### **The Learning Environment**

The Foundation Stage Unit is decorated to ensure it is a calm and nurturing environment for all our learners. The neutral décor and zoned areas allow children to explore, learn securely and safely, and become more independent. Once children have been taught how to safely and independently use our resources, they can access any resource they choose throughout the unit. Everything is accessible for children to independently engage with the resources.

Children have access to both inside and outside area; this has a positive effect on the children's development. The Foundation Stage has its own outdoor classroom area as well as its own playground. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside. The outside area is an extension of the classrooms and there are a variety of resources to facilitate learning.

### **Foundation Stage Playground Procedures**

- The outdoor area is considered an extension of the children's learning environment and is therefore carefully planned for in response to the children's interests and linked to the seven areas of learning, with a particular focus on physical development
- Children have full use of the whole playground when two members of staff are outside
- Should one member of staff need to leave the playground, they will either be relieved by another member of staff if possible or the children will be allowed use of the gated smaller playground only

### **Safeguarding in the EYFS**

The safety and well-being of children is of paramount importance at All Souls Primary. We follow the up-to-date safeguarding and welfare requirements so as to create a high quality setting which is welcoming, safe and stimulating, and where our children are able to enjoy learning and grow in confidence. We always take all the necessary steps to keep our children safe and well.

We follow the safeguarding and welfare requirements detailed in the EYFS Foundation Stage Statutory Guidance (2024).

[https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS\\_statutory\\_framework\\_for\\_group\\_and\\_school\\_based\\_providers.pdf](https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf)

and Keeping Children Safe in Education (2024)



### **Legal and Policy Framework**

As an EYFS provider delivering the Early Years Foundation Stage (EYFS), the school aims to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance. The school will ensure that children taught in EYFS classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

### **Safeguarding and Child Protection – key people**

Designated Safeguarding Lead: Mrs Jo Plesniak (Head of School)

Deputy Designated Safeguarding Lead: Miss Alix Ascough (Executive Head) Miss Kate McCarter (SENCo), Mrs Hannah Legg (Assistant Head)

Safeguarding Governor - Helena Roden

### **Suitable People**

The school will follow the safe recruitment policy set out in the school's Safeguarding Policy to ensure that staff and volunteers who are recruited to work in the EYFS setting are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.

### **Staff Training, Skills and Supervision**

The school will ensure that:

- All staff in EYFS settings has the relevant qualifications and skills for their role and receives the relevant induction, child protection and safeguarding training in line with this policy
- All EYFS staff receive supervision that helps them to effectively safeguard children by providing opportunities to discuss issues and concerns and decide on what action to take
- All EYFS staff are able to communicate effectively in English both orally and in writing
- A member of staff who holds a current paediatric first aid certificate is available on the school premises at all times and accompanies children on school trips

### **Staff Ratios**

The school will ensure that:

- Staff levels within the EYFS setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe
- Parents are kept informed of staff members and numbers
- Children are kept within staff sight and hearing at all times
- Classes will be led by a qualified teacher supported by suitably qualified Nursery Nurses, Teaching Assistants and Learning Support Assistants.

### **End of day procedure**

- At the end of the day the Nursery and Preschool children are kept in the Nursery room and the Reception children are kept in the Reception room with a minimum of 2 adults with each. A member of EYFS staff will stand on each door and when parents/carers arrive, and are identified, children will then be called and given to their parents/carers.
- Any children that are not collected by 3:30pm remain in the classroom with an EYFS staff member while another telephones the parent/carer. If the child is still not collected the EYFS Lead will inform the Headteacher.
- If a parent/carer is running late they must telephone the school office so that the EYFS Lead can be informed.
- If an adult, other than a child's parents/carers, is regularly collecting a pupil then the parents have to have filled out a form in the office stating this and have spoken with the EYFS Lead.
- In an emergency, if a parent/carer/designated adult is unable to collect their child/children they must telephone the school office to inform the EYFS Lead of what provision has been made, e.g. a different family member will be collecting the child.
- If a child is attending an afterschool club, they are to be collected from the EYFS Unit and their name marked off on the club's register. From here, the children are the responsibility of the club's organising adult(s).

### **Health & Safety**

The school will:

- Promote the health of children attending the EYFS provision
- Take necessary steps to stop the spread of infection
- Administer medicines only in line with the school's policy
- Take appropriate action where children are ill
- Ensure any meals provided are nutritious and prepared in a hygienic manner
- Notify Ofsted of any serious accident, illness or death of any child whilst attending the EYFS setting within 14 days
- *N.B. Toileting and continence policy*

### **Keeping Safe**

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

***Named First Aiders in the EYFS setting:***

Rebecca Leow-Clifford – Paediatric First Aid

Katie Shepherd – Paediatric First Aid

All other staff have basic first aid training

***Medicines***

All Souls promotes the good health of children attending the setting. To ensure this:

- Prior to starting in the EYFS, workers will have discussed any medical needs or issues with parents and/or carers and a health plan will have been filled out.
- All medicines for EYFS children are kept in the EYFS red medical box. These medicines are regularly checked, monitored and recorded.
- Training is provided for staff where the administration of medicine requires medical or technical knowledge.
- Prescription medicines are not administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist AND the parent has filled out a separate medicine form in the office (for each occasion where prescribed medicine needs to be administered).
- Keep written record each time a medicine is administered to a child, and inform the child's parents and/or carers on the same day, or as soon as reasonably practicable.

***Norovirus & other outbreaks***

At All Souls, we take the necessary steps to prevent the spread of infection, and take appropriate action if children are ill (see whole school Health & Safety Policy).

***Intimate/personal care (Cross reference with Toileting and Intimate Care Policy)***

At All Souls, we take the necessary steps to support children with their intimate care (see Toileting and Intimate Care Policy)

**Starting School and Settling-In Procedures**

At All Souls, we understand that starting in a setting for the first time can be daunting for everyone involved. So with this in mind, we want to do all we can to make the process as stress free and enjoyable as possible for families and their children.

Our EYFS will work in partnership with parents. As parents are a child's first educator, this will help ensure the best outcomes for the children.

This process has the following steps:

1. Visit to the school - arranged with Headteacher or Deputy Headteacher on Open Days or on an individual basis. These are arranged through the school office.
2. Transition Welcome Meeting with EYFS Lead. This is when parents have been offered a place at the school come and meet with key people and go through what the EYFS is and the process from this point.

3. Administration Meeting with Head of School. This is where the Key Documentation Pack is filled out. It is an opportunity for important information to be shared regarding the new child. It is also the time when the Home/School Agreement is gone through and signed; and then, parents take away our 'Getting to Know You' booklet to complete with their child.
4. The Home Visits are carried out by two members of the All Souls Primary EYFS team. We believe that this enables parents and children to meet members of the EYFS staff in the place where they feel most at ease, at home. All Souls staff will wear their ID badges and take a mobile phone. A timetable of visits will be left in the EYFS unit and the school office.

Nursery children initially start with morning sessions from 9-10am with parents staying with them. The next session would be for the same time with the parents dropping their child off. Increasing the time for a full morning 8.45- 11.45. The nursery staff work with families individually to determine the best progression to suit each child.

Preschool children initially start with a settling session from 9-10am with parents staying with them. This is extended to 9-11.30am, with parents dropping them off. When ready they will stay for lunch from 8.50am - 1pm. After a child has settled in for a time, they will then do a full day 8.50am- 3.25pm. Parents and preschool staff will discuss how well they are settling and extend as needed.

Reception children have Day 1 until 11.30am, then Day 2 until 1pm that includes lunch and if this has gone well, the children can go full time until 3:30. While the children are settling, parents may stay in the unit for a short time after drop off to help with settling.

### **Transition Policy**

At All Souls we believe that we should be prepared for the children entering each stage of their learning so we have developed this policy to ensure continuity of learning and a smooth transition for the child.

In the EYFS we acknowledge the following transitional stages as:

- Home to Nursery/Preschool/Reception
- Nursery to Preschool
- Preschool to Reception
- Reception to Year 1

We believe that best early years practice sees learning as a continuum and that our role is to smooth the way between the child's home experience, EYFS Curriculum and the National Curriculum, ensuring that the curriculum we provide in KS1 reflects our understanding of the children as learners. We aim to fit the curriculum to the child and not try to fit the child to the curriculum.

At All Souls we are committed to the Early Years Foundation Stage and we believe it is essential that children who enter Nursery, Preschool and Reception receive their entitlement to the EYFS. The Foundation Stage provides the firm foundations upon which all subsequent learning builds. Transition is managed in a thoughtful and planned way, taking account of the needs of the young learner.

Our Aims are to ensure our children:

- Experience smooth transition periods.
- Receive the EYFS for the duration of their time in EYFS
- Children with identified needs experience a curriculum suited to their needs.
- Continue to have opportunities for structured play in Year 1, as appropriate.
- Continue to experience teaching that reflects a variety of preferred learning styles.

### **What we will do to meet these aims**

As we work as a unit, the transition from Nursery to Preschool and then onto Reception will be very smooth for children who attend our setting because they will be familiar with the teaching staff and will have had the opportunity to work alongside each other as continuous provision areas and outdoors are shared throughout the EYFS.

### **Teacher Transition Meetings**

Teachers will meet in the Summer term to discuss the children they will be 'handing over'. Teachers will inform of the pupils' strengths and targets in all areas of learning, specific needs and any relevant family information or safeguarding issues, whilst bearing in mind confidentiality at all times.

### **Taster Sessions**

Children will be given the opportunity to have a series of taster sessions in the Year 1 setting in preparation for starting in September. They will have the opportunity to get used to their new classroom and the change to daily routines, e.g. toileting, break times, specific times for play.

### **New Intake Parents Meetings**

A meeting will be held during the Summer term for all the parents whose children are due to enter Nursery, Preschool and Reception in the following academic year. At this meeting the parents will meet the EYFS Lead and the SENCo. They will find out about activities, routines and are given the opportunity to ask any questions. All parents are given a copy of the EYFS policy.

### **Home Visits**

EYFS Staff will visit each child in their home setting.

This means that staff should:

- adhere to agreed risk management strategies
- avoid unannounced visits

- home visits are carried out by 2 members of staff

This means that education settings should:

- ensure that all visits are justified and recorded
- ensure that staff are not exposed to unacceptable risk
- ensure that staff have access to a mobile telephone and an emergency contact

**Transition from EYFS to NC; we would like our Year 1 staff to:**

- Observe the FS2 teaching area at different times during the year to increase their own understanding of the curriculum the children are used to.
- Identify opportunities for structured play in Year 1 curriculum through sharing of ideas and good practice with colleagues, both within and outside the school.
- Enjoy the freedom to provide a creative approach when delivering the National Curriculum so that children can continue to be actively involved in their learning.
- To fully consider the EYFS profile scores and how best to plan for individuals/groups of children.

**Code of Conduct – within EYFS setting**

(Refer to the whole school policy – Code of Conduct)

**General Principles**

The public is entitled to expect the highest standards of conduct from all school employees. The role of employees is to serve the School in providing education services to the local community, in accordance with the school's policies. Employees must perform their duties to the best of their abilities with honesty, integrity, impartiality and objectivity, and contribute to the maintenance of high standards in public service. At all times, employees must act in accordance with the trust that the public is entitled to place in them.

**MONITORING and REVIEW**

It is the responsibility of the EYFS staff to follow this policy, led by the EYFS Lead. The Senior Leadership Team will carry out monitoring as part of the whole school monitoring system.

This policy will be reviewed before the start of each year and will evolve to incorporate the views of all staff concerned.