



EASTBURY FARM PRIMARY SCHOOL
Early Years Foundation Stage Policy
(Including fire procedures)

Autumn 2025

Date of Governor Approval: **20.11.2025**

Eastbury Farm Primary School

Early Years Foundation Stage Policy

‘The Early Years Foundation Stage (EYFS) sets the standards that all early year’s providers must meet to ensure 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 broad range of knowledge and skills that provide the right foundation for good future progress through school and life.’

(EYFS 2025)

Our School Vision

Children leave Eastbury Farm having been inspired to become confident and successful learners, ready to explore their future as resilient and responsible individuals.

Our School Ethos/Values

Our **Vision** is underpinned by our **Ethos/Values**:

- We embrace diversity and provide challenge through a rich and engaging curriculum
- Learners are entitled to reach their full potential, which is enabled by excellent teaching and high expectations
- Learning is extended beyond the classroom through an inspiring indoor and outdoor environment
- Children feel safe, nurtured and supported
- Emotional intelligence is promoted alongside academic achievement
- A balance of promoting independence and collaboration
- A culture of inquisitive minds, positive attitudes to learning and embracing wider opportunities
- An inclusive environment which fosters mutual respect
- A whole school community rooted in a shared ethos of working together

1. Our Early Years Vision

At Eastbury Farm, we are committed to providing a safe, nurturing and stimulating environment, which supports the growth of independence, curiosity, collaboration, and a love of learning amongst our children. We value each unique child and seek to encourage children to reach their full potential. We encourage collaborative relationships with our peers and adults and form close partnerships with families to provide the best experiences for our children building on their interests, strengths, and talents. We ensure that all children’s starting points are identified and built upon so that all children can achieve the highest possible outcomes.

2. Characteristics of Young Learners and Principles of the Early Years Foundation Stage

The Early Years Foundation stage is children from birth to the end of the academic year in which a child has their fifth birthday. The Early Years Foundation Stage is important, and further prepares children for their journey through school by equipping them with a variety of skills. The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage meaning that they would achieve a Good Level of Development. Young children are constantly encountering new experiences and seeking to understand them to extend their skills, develop their confidence and build on what they already know while focusing upon the different ways that children learn. Children deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting, and responding to adults and to one another.

The Early Years education we offer our children at Eastbury Farm is based on the following principles.

- It builds on what our children already know and can do and their current interests and needs
- 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

3. Aims of the Early Years Foundation Stage

The early years seeks to provide:

- Quality and consistency in all early year's settings, so that every child makes good progress, and no child gets left behind
- A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- Partnership working between practitioners and with parents and/or carers
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

Overarching principles

The Early Years Foundation Stage principles which guide the work of our setting and practice at Eastbury Farm School are grouped into 4 distinct themes which shape our everyday practice.

- A Unique Child- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured
- Positive Relationships- Children learn to be strong and independent through positive relationships
- Enabling Environments- Children learn and develop well in enabling environments 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.
- Learning and Development - Children develop and learn at different rates including child with special educational needs and disabilities (SEND)

4. A unique Child

In the Early Years Foundation Stage, we recognise that each child develops in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as rewards, to encourage children to develop a positive attitude to learning.

4.1 Safeguarding and Welfare

At Eastbury Farm School we understand that we are legally required to comply with certain safeguarding and welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2025. We understand that we are required to:

- Create high quality settings which are welcoming, safe, and stimulating, and where children can enjoy learning and grow in confidence.
- Ensure the suitability of adults who have contact with children
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Promote the welfare of children
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- Ensure that the premises, furniture, and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children

'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'.

(EYFS 2025)

Paediatric First Aid

At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present and must accompany children on outings. The certificate must be for a full course.

PFA training must be renewed every three years and be relevant for people caring for young children and babies.

Providers should take into account the number of children, staff, and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.

All staff who obtained a level 2 and/or level 3 qualification since 30 June 2016 must obtain a PFA qualification within three months of starting work in order to be included in the required staff: child ratios at level 2 or level 3 in an early years setting.

All staff who have completed the experience-based route must obtain a PFA qualification before they can be included in the staff: child ratios at level 3. To continue to be included in the ratio requirement the certificate must be renewed every 3 years

Safer Eating

Whilst children are eating there should always be a member of staff in the room with a valid paediatric first aid certificate for a full course, we ensure this at Eastbury Farm by providing a whole class snack.

Before a child is admitted to the setting the provider must obtain information about any special dietary requirements, preferences, food allergies and intolerances that the child has, and any special health requirements. This information must be shared by the provider with all staff involved in the preparing and handling of food. At each mealtime and snack time providers must be clear about who is responsible for checking that the food being provided meets all the requirements for each child.

We have ongoing discussions with parents and/or carers and, where appropriate, health professionals to develop allergy action plans for managing any known allergies and intolerances. This information must be kept up to date by the provider and shared with all staff. Providers should refer to the British Society for Allergy and Clinical Immunology (BSACI) allergy action plan. Providers must ensure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis, the differences between allergies and intolerances and that children can develop allergies at any time, especially during the introduction of solid foods which is sometimes called complementary feeding or weaning. Providers should refer to the NHS advice on food allergies: Food allergy - NHS (www.nhs.uk) and treatment of anaphylaxis: Anaphylaxis - NHS (www.nhs.uk).

Providers must have ongoing discussions with parents and/or carers about the stage their child is at in regard to introducing solid foods, including to understand the textures the child is familiar with. Assumptions must not be made based on age.

Children must always be within sight and hearing of a member of staff whilst eating. Choking can be completely silent, therefore, it is important for staff to be alert to when a child may be starting to choke. Where possible, staff sit facing children whilst they eat, so they can make sure children are eating in a way to prevent choking and so they can prevent food sharing and be aware of any unexpected allergic reactions. At Eastbury Farm, we have whole class snack times in the classrooms instead of a rolling snack to ensure that supervision is adequate. At lunchtime, the children in Nursery are supervised eating in their classroom by level 3 EYFS practitioners with paediatric first aid training. In Reception, children eat lunch in the school hall and their tables are supervised by members of staff who have paediatric first aid training.

When a child experiences a choking incident that requires intervention, staff record details of where and how the child choked and ensure parents and/or carers are made aware. The records are reviewed periodically to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking. Appropriate action is taken to address any identified concerns.

We have two LifeVac kits in school in case of a choking incident. One is stationed in the school hall and one in the Nursery classroom. This device can be used if other first aid methods have not been successful in clearing the airways.

4.2 Inclusion

At Eastbury Farm School, we celebrate the cultural backgrounds of our school community, whilst also promoting and upholding British Values. This includes: democracy, the rule of law, individual liberty, mutual respect and tolerance which are taught throughout the curriculum alongside our own school Core Values.

We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning (refer to Inclusion Policy).

During the Foundation Stage we set realistic and challenging expectations to meet the needs of our children, so that most children achieve a Good Level of Development using the Early Learning Goals by the end of the Foundation Stage. We help them do this by planning to meet the needs and interests of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build on and extend the children's knowledge, experience, and interests, and develop their self-esteem and confidence
- Using a variety of teaching strategies that are based on children's learning needs
- Providing a wide range of opportunities to motivate and support children and help them to learn effectively
- Offering a safe and supportive learning environment in which the contribution of all children is valued
- Employing resources that reflect diversity, and that avoid discrimination and stereotyping
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills
- Monitoring children's progress and providing support (such as speech therapy) as necessary
- Liaising with other agencies to support the children in our care

In order for effective and successful learning to take place children in the setting 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. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children by providing a stimulating environment.

5. Positive Relationships

At Eastbury Farm School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

5.1 Parents as Partners

We believe that all parents have an important role to play in the education of their child. We therefore recognise the role that parents have played, and their future role, in educating the children. We do this through:

- 1:1 school visit with every child before they start school so that parents can share their knowledge of their children with staff
- Opportunities given to the children to spend time with their teacher before starting school through Stay and Play sessions
- Inviting all parents to an induction meeting before their child starts school
- Offer parents regular opportunities to talk about their child's progress in our Nursery and Reception classes through an open-door policy
- Encouraging parents to talk to the child's teacher if there are any concerns
- Having flexible admission arrangements to enable parents and children to become secure, and by allowing time to discuss each child's circumstances

- Encouraging parents to stay if there are any problems with the child's admission
- Offering a range of activities, throughout the year, that encourage collaboration between child, school, and parents
- Providing various activities that involve parents and inviting parents to parent information workshops, to discuss the kind of work that the children are undertaking.
- Regular observations sent home to parents via Evidence Me to demonstrate to parent's learning that has taken place and provide parents with next steps
- Opportunities for parents to complete their own home observations of their child to add to Evidence Me
- Communication through use of Home-link book and Reading Record
- Busy finger mornings weekly to give parents an opportunity to complete activities with their children (when children are settled)

There is a formal meeting for parents in the autumn and spring terms at which parents discuss their child's progress with the teacher. Parents receive an end of year report on their child's attainment and progress during the summer term. Parents are encouraged to attend the whole school Open Evening which includes the nursery setting.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

6. The Learning Environment

We recognise that the environment plays a key role in supporting and extending the children's learning and development. This begins by observing the children and assessing their interests, development, and learning, before planning challenging but achievable activities and experiences to extend the children's learning experiences. Our learning environment will be warm and welcoming and will engage learners in a range of activities to help challenge and further their understanding across all areas of learning.

We plan an environment, both indoors and outdoors which provides learning experiences suited to different learning styles, which 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. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. Both Nursery and Reception have an enclosed outdoor area, which children have free flow access to. We are also very fortunate at Eastbury Farm to have a Forest School which the children attend once a week. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore using their senses and a chance to be physically active. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning incorporating teacher led themes and child-initiated themes.

Learning and Development

At Eastbury Farm Primary School, we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

We implement this curriculum by thinking about the unique child. We use this to help us develop our curriculum, which includes:

- A range of whole class teaching, group teaching and adult directed, and child led activities during child-initiated learning
- Adults observing children and planning to move learning on with high quality interactions and purposeful questioning
- Teaching a broad range of topics half-termly which incorporate a range of key skills
- In Nursery and Reception Phonics is taught in small groups. This helps the adult to make sure the pitch of the learning is correct to meet the child's needs
- High quality texts chosen to support communication and language, develop key vocabulary and promote a love of reading. This also helps to inform our English planning and our activities during child-initiated learning

- Reasonable adjustments are made where necessary so that all learners make progress and small steps.
- Creating enabling environments- both inside and outside.
- Having regular moderations across all the EY and across Hertfordshire cluster schools
- Sharing key information with parents/carers through Evidence Me and informal conversations as well as formally through parents evening, parent workshops and end of year reports
- Weekly trips to our Forest School area
- Interventions to help children who may need extra support
- Wow moments to help engage learners and create curiosity and wonder

7. Areas of Learning

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.'

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

These **three prime** areas are:

- Communication and language
- Physical development
- Personal, social, and emotional development

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

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

(EYFS 2025)

The prime and specific areas cannot be delivered in isolation from the others. They are equally important and depend on each other for successful learning to take place. All areas are delivered through a balance of adult led and child-initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS.

8. Teaching and Learning Style

The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning across the whole school but are adapted to meet the needs of children across the different Key Stages.

The more general features of good practice in our school that relate to the Early Years Foundation Stage are:

- The partnership between teachers and parents/carers that helps our children to feel secure at school, and to develop a sense of well-being and achievement
- The understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching
- The range of approaches that provide first-hand experiences, give clear explanations and make appropriate interventions, and extend and develop the children's play, talk or other means of communication
- The carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage
- The provision for children to take part in activities that build on and extend their interests and needs, develop their intellectual, physical, social and emotional abilities
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management

- The support for learning, with appropriate and accessible space, facilities and equipment both indoors and outdoors
- The identification, through observations of children's progress and future learning needs, which are regularly shared with parents and carers
- The good relationships between our school and the other educational settings in which the children have been learning before joining our school
- The clear aims of our work, and the regular monitoring of our work to evaluate and improve it
- The regular identification of training needs for all adults working in the Early Years Foundation Stage

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas and learn how to control themselves and understand the need for rules. Children will have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

8.1 Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning, how they achieve success and set themselves targets.

Children should be given opportunity to be creative through all areas of learning, not just through expressive art and technology. Adults will support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas, and asking open questions. Children can access resources freely in the indoor and outdoor environments to extend their learning.

8.2 ICT and the Early Years

We are very fortunate at Eastbury Farm to have a variety of ICT resources available in the setting which are always available for children to play and learn with. ICT is used creatively during adult led and child-initiated learning.

9. Admissions

We have availability of up to 30 pupils to join our 30-hour Nursery in the year that they turn 4 years old. We can admit a child the term after they term 3 from the spring term onward this is subject to a space being available and that there are no children who are in the year they turn 4 waiting for a space. The latter will always take priority. We have an availability of up to 45 children in our Reception setting. All children are offered a place from the September. Entry into our primary school is at these times although compulsory schooling does not begin until the start of the term after a child's fifth birthday.

10. Planning

The Planning within the EYFS follows the achievements, interests, and needs of the children, following careful observation of each child and discussions with the parents of the children. These plans are flexible so that teachers can respond to children's interest, which creates a high level of motivation for the children's learning.

At Eastbury Farm School we plan activities which cover and provide the knowledge, skills and understanding which young children need to achieve the Early Learning Goals by the end of their Reception year. We ensure that every child receives a variety of enjoyable and challenging learning experiences with opportunities for planned purposeful play and a balance of adult-led and child-initiated activities.

Our Long-term plan focuses on the commitments of the Early Years Foundation Stage and coverage in our setting of the 4 main themes – A Unique Child, Positives Relationships, Enabling Environments, Learning and Development.

It covers the 16 commitments

- Child Development, Inclusive Practice, Keeping Safe, Health and Well-Being

- Respecting each other, Partners as Parents, Supporting Learning, Key Person
- Observation, Assessment and Planning, Supporting every child, The learning environment, The wider context
- Play and Exploration, Active Learning, Creativity and critical thinking, areas of Learning and development

We have worked hard to make sure our long-term plan is progressive and highlights the skills and knowledge the children will be gaining through the activities planned using a thematic topic based approach with key core texts. As the weeks progress the planning adapts to suit individual needs, interests, and adapts to cover circumstances. We take account of previous experiences and adapt how concepts, skills and knowledge are taught to provide stimulation and challenge.

Our Short-Term weekly planning is more detailed and highlights the specific skills and knowledge the children will gain from activities, which is appropriate for the children's age and stage. Each plan contains:

- Specific learning intentions and success criteria
- Differentiated activities where appropriate
- Key vocabulary to be taught and language to be used, including the word of the week
- Adult deployment, where appropriate
- Opportunity to evaluate the tasks / activities and make links to other curriculum areas

The format of short-term plans are in line with Herts for Learning guidelines and are continually reviewed within the setting, making adaptations, and trying out new ideas. These will differ slightly in Nursery and Reception to reflect the different needs and levels of the children. The Reception planning is more formal and is the same format as the rest of the school. We also plan for both indoor and outdoor child-initiated learning using our continuous provision plans, which can be updated to show both adult initiated activities and child-initiated activities.

11 Assessment

We are constantly assessing children's learning in the EYFS, ensuring we use this information to inform our future planning which should reflect identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are completed using the Evidence Me app. At Eastbury Farm, we send these observations to parents regularly to give an insight into each child's learning. Reception also record their adult directed written work in Mathematics, English, Phonics. Other learning is recorded via the online Evidence Me portal for teachers and parents to access. In Nursery, the observations are held on the online Evidence Me portal.

On-going assessment is an integral part of the learning and development process. The Early Years Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation stage, and to summarise their pupils' progress towards the Early Learning goals. It covers each of the seven areas of learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observation, and this involves both the teacher and other adults, as appropriate. The collection of assessment data in the Early Years Profile is a statutory requirement.

Nursery and Reception children are assessed on entry and at the end of each term using Arbor. The data is analysed termly and used to inform future planning and allows us to identify children who may require interventions or further challenge. Children are also undertake a speech and language assessment and for some children additional interventions are carried out using the NELI programme in Reception and Welcomm in Nursery. Children's progress using our approach to phonics Read, Write, INC (RWI) is also tracked in Reception.

Reception children will also complete a statutory baseline assessment (RBA). This will be used as the baseline for measuring the progress primary schools make with their pupils. Schools will carry out the assessment within the first 6 weeks of children starting school. It will be an activity-based assessment of pupils' starting point in:

- language, communication, and literacy
- mathematics

The assessment will be age-appropriate, last approximately 20 minutes and teachers will record the results on a tablet. It will not be used to label or track individual pupils. No numerical score will be shared, and the data will only be used at the end of year 6 to form the school-level progress measure.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. This includes those children who, by exception, complete the EYFS in an Ofsted or childminder agency registered setting and who are due to start school in year 1 in the following academic year.

The Profile provides parents and carers, practitioners, and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile must reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile.

Year 1 teachers must be given a copy of the Profile report. Reception teachers, or early years practitioners where the Profile has been completed for a child who has remained in Ofsted registered early years provision, may choose to provide a short commentary on each child's skills and abilities in relation to the three key characteristics of effective teaching and learning. These should help inform a dialogue between reception and year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in year 1.

The Profile must be completed for all children, including those with special educational needs or disabilities (SEND). Reasonable adjustments to the assessment process for children with SEND must be made as appropriate. Providers should consider whether they may need to seek specialist assistance to help with this. Children will have differing levels of knowledge, skills, and abilities across the Profile, and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

(EYFS 2025)

Parents receive annual reports in Reception and in Nursery. They offer brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress.

12. Induction and Transfer

The Early Years team work closely to ensure a smooth transition. During the summer term there is a 'Welcome' meeting for new parents in the Early Years. This allows parents to learn about the EYFS at Eastbury Farm, meet the team, collect admissions packs, order school uniform and arrange their 1:1 school visit which takes place at the beginning of the Autumn Term.

Children's end of Nursery year reports are transferred to Reception, as are assessment sheets, baseline information, targets, Learning Journals, and any ADPRs. Practitioners from Nursery and Reception meet to discuss the needs of the children prior to stay and play sessions and 1:1 school visits.

1:1 School Visits

At the beginning of the Autumn Term, when Years 1-6 start the new year, a 1:1 meeting takes place at the school between the Nursery/Reception Class Teacher and the parents/child. This is an opportunity to discuss individual needs and for the child to become familiar with the environment before they start. In some cases the class teacher may also visit a child in their pre-school/nursery setting if necessary.

Start days/times

There is a staggered start to the academic year for all Nursery and Reception children.

For new Nursery children, half of the class start on day 1 until 11:30am and the other half start on day 2 until 11:30am. On Day 3, all children are in until 1:00pm and then on Day 4, all children are in, all day.

For new Reception children, there is a shortened first day – 8:45am till 1:00pm, and thereafter the expectation is that they will attend full-time.

In both year groups, the school can work with parents to support a more graduated start if this is more appropriate for the child's needs.

13. Monitoring and Review

The Early Years Foundation Stage Leader is responsible for the EYFS and will discuss EYFS practice with the practitioners regularly and provide feedback, raising any issues that require discussion during regular team meetings.

This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

14. Ratios

Nursery

For children aged three and over in maintained nursery schools and nursery classes in maintained schools:

- There must be at least one member of staff for every 13 children
- At least one other member of staff must hold an approved level 3 qualification
- At least one member of staff must be a school teacher as defined by section 122 of the Education Act 2002

Reception

Reception classes are subject to infant class size legislation. The School Admissions Regulations 2012 limit the size of infant classes to 30 pupils per school teacher (subject to permitted exceptions) while an ordinary teaching session is conducted. 'School teachers' do not include teaching assistants, higher level teaching assistants or other support staff.

Section 2- Fire evacuation and other emergency arrangements

Fire Instructions

These documents are made available to all staff and included in the school's induction process.

An outline of evacuation procedures is made available to all contractors and visitors and are posted throughout the site. Emergency exits, fire alarm call points, assembly points etc are clearly identified by safety signs and notices.

Fire and Evacuation

Fire and emergency evacuation procedures are detailed in the staff induction handbook and a summary posted in each classroom. Fire drills take place each term. Except for the first drill, all drills are held without warning. The Headteacher records the termly drill. The caretaker/School Business Manager will check the alarm bells each week and keep a record of this which is kept in the school Office. These procedures will be reviewed at least annually. The fire risk assessment is in the Fire Logbook kept in the school Office and reviewed on an annual basis.

All staff and pupils should be aware of the fire routine of the school. This will cover:

- 1) What to do if you discover a fire
- 2) What to do when you hear the fire alarm
- 3) Calling the Fire Brigade
- 4) Evacuation procedure
- 5) Assembly and roll call

General Precautions

- Fire retardant materials should be used when purchasing curtains and furnishings.
- Escape routes should not be obstructed.
- All electrical apparatus should be installed by a competent authorised person.
- Electrical installation should be checked regularly.
- All doors should be closed at night and during the weekend.
- Rubbish and refuse must be cleared away at the end of the day.
- Access for emergency vehicles must be always kept clear.
- The school site has been designated a no-smoking area during the school day. Any smoker should ensure that if they smoke outside the school, their actions do not put the school at risk from fire.

FIRE FIGHTING

- The safe evacuation of persons is an absolute priority. Staff **MUST NOT** attempt to deal with any fire.
- Ensure the alarm is raised and leave the building.

Evacuation procedure

The signal for the Evacuation Procedure is the continuous ringing of the Alarm Bell. The building must be evacuated when this alarm sounds, to the **Fire Assembly Point on the Key Stage 2 Playground**.

Children will walk in a silent, orderly line. The Class Teacher will count the children and cross check with the number that was recorded on the Fire Engine in the classroom at time of morning/afternoon

registration. If there is a discrepancy between the two, Class Teachers will request an Attendance Register from the Office Staff outside to identify the missing child/ren.

If in class, children must immediately line up in a quiet and orderly manner at the external exit door. The **class teacher will be responsible for checking that no child is in the class toilets** before escorting the children out of the building.

If being taught in the hall, children must immediately line up in a quiet and orderly manner at the girls' toilet door. They will then go outside in the manner outlined above. If in the Music Room, Meeting Room or Library, children would usually leave via the main entrance. Classes on the field or other outside areas must make their way to the KS2 playground as above.

Staff/parents with individual children or small groups of children must escort them to the nearest exit and out to join their class on the KS2 playground.

In the event of the alarm ringing when children are in the hall, evacuation will be as follows:

- Children in Birch and Cedar will exit through the girls toilet

If the evacuation takes place during lunchtime, two rows of tables nearest the library exit via boys' toilet and two rows of tables nearest KS2 classes exit via girls' toilet. Anyone in the library area should exit via the main entrance front door.

The Dining Room hatch will be closed immediately when the alarm sounds. Lunch-time supervisors should be particularly aware of these procedures.

The school must not be re-entered until the ALL CLEAR is given by the Headteacher or Senior Teacher in charge.

The Emergency Procedures notice is displayed in the Staff Room and the Alarm Bell ringing notice must be clearly displayed in each class.

All staff should be aware of the positions of the fire alarm.

Explanation to children

Within the first week of the academic year, staff should explain the procedure for evacuating the building to pupils in an appropriate way. This is done using the following evacuation procedure with visuals.



If there is a fire



The alarm will sound



STOP! What you are doing



Listen and follow instructions



In a line go outside to the assembly point (KS2 Playground)

Lockdown procedure

In the event of the lockdown alarm sounding (intermittent rather than continuous bell), all children will calmly return to their classroom using the closest entrance into the building, sit under the table and pull the chair in behind them. Children at Forest School will remain there and stay in contact using their walkie talkie.

Security

The school is committed to combat and eliminate risks to those on the school site.

Every external door locks as it closes and can only be opened from the inside or from the outside with a key, which allows a controlled system of access into the school buildings.

There are panic buttons situated in the School Office, the Headteacher's Office, the Deputy Head's Office, the Nursery and each Mobile Classroom, the purpose of which is to call for an immediate response from the police. A key is needed to switch off the alarm. This is kept in the key box in the school Office. Only adults should operate the panic button. There is telephone contact between the mobile buildings and the main school.

All visitors to the school are expected to report to the school Office where they are asked to sign the visitors' book and wear a visitor's badge. It is the responsibility of all staff to be always vigilant and to challenge anyone not wearing a badge whom they do not recognise. If any member of staff does not feel safe or confident in doing, they this should alert the school Office and/or a senior teacher to assist.