



PEMBROKE HOUSE



EARLY YEARS AND MINI MARTLETS POLICY



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1. Introduction and Purpose of Policy

Early childhood is the foundation on which children build the rest of their lives. At Pembroke we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

“Early Years” encompasses all children in our Mini Martlets (age 6 months to 2 years), Pre-Nursery (age 2-3), Nursery (age 3-4) and Reception (age 4-5) classes. At Pembroke, we believe that children learn in a variety of ways; through their senses; through investigation, experimentation, listening, watching, social interaction, questioning and exploring. A safe and secure environment is provided.

Pre-Prep is a setting for children aged 6 months to 5 years to interact and explore rich and diverse learning and developmental opportunities. In the Mini Martlets, they develop their social, cognitive, language, physical and phonological awareness through circle time, sensory play, interacting with peers and alternative lessons, such as horse riding and music, outside of Pre-Prep. In Pre-Nursery, we start reviewing their numeracy and literacy skills. Most of their learning is still through play which helps develop important emotional and social skills as well as their communication. Outdoor learning is also extremely important and encouraged. In Nursery we introduce some new areas to the curriculum, such as digital learning lessons. The amount of classroom teaching increases but outdoor learning is still a major part of our day and enables children to learn through both adult and child-led play. We aim for our Nursery children to become more independent, use their imagination and initiate learning for themselves. As the children grow into confident learners our Reception class starts to prepare them and their parents for the transition into Year 1. This involves more classroom time and an increase in focus on numbers and letter sounds.

During their time in the Early Years classes, all children are given the opportunity to gain independence, receive constructive feedback and develop a positive self-image. They develop skills and understanding of the world around them through a range of planned activities both in and out of the classroom, broadening what they know and deepening their understanding.

We pride ourselves on the children leaving Pre-Prep as happy, confident, creative, sociable and enthusiastic learners who look forward to challenges.

2. Early Years Behaviour Policy

- Acceptable and unacceptable behaviour is part of daily Early Years life. Early Years Teachers use a range of strategies to promote positive behaviour and progress. They aim to constantly praise good behaviour with recognition, stickers, certificates and extra responsibility (eg.) being line leader.
- Staff set good examples and act as role models particularly with regards to manners and caring for one another. Procedures for dealing with inappropriate behaviour depends on the maturity and emotional needs of each individual. Inappropriate behaviour is addressed through stories, role play, circle time and discussions.



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- When inappropriate behaviour starts to become persistent, sensitive yet constructive communication with the parents is paramount. Children need subtle support so as not to become labelled. In some situations an adult will work alongside a child to support them. Stickers/smiley faces might be given to mark progress if appropriate.
- Children who repeatedly misbehave or are rude may have “time out on the thinking chair” and will be expected to apologise for their actions. All staff support each other and pass information about a child onto another colleague if necessary. Parents will also be informed so that there can be continuity between home and school.
- The person responsible for behaviour and discipline in the Early Years is the Head of Pre-Prep/EYFS.

- Summary of rewards and sanctions in Early Years

Rewards

- Recognition eg. borrow the cuddly for the day
- Extra responsibility
- Stars of the week (weekly assemblies)
- Stickers/Smiley faces
- Reward charts and scales with the treat box as the end incentive

Sanctions

- Calm down time to re-regulate
- Reasoning/discussion with the pupil of good and bad choices
- Thinking chair to think about what they did wrong
- Systems to clarify good and bad behaviour such as thumbs up and thumbs down or star of the day.
- Pupils behaviour discussed with the Head of Early Years
- Meeting with Parents and Class Teacher and Head of Early Years

3. Maintaining a Safe and Secure Environment

The safety of the children is our highest priority, and because they are so young, we need to be particularly vigilant.

The following procedures have been put in place:

- Parents are issued with a school gate pass to gain entry onto the school grounds.
- We will only allow your child to go home with a third party, if we have received your advance permission that he or she may be collected by another adult.
- Children are never allowed to leave the premises unsupervised.
- Visitors must sign in at the school office. They are asked to wear security badges at all times and are escorted throughout their visit.
- Parents and guardians must sign in children on arrival and sign out children before leaving.
- Children are usually within sight and hearing of staff members, and always within either sight or hearing.



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- At lunch time all children eat in the main dining room where they are supervised by qualified members of staff and class teachers are present at the table.

4. Safeguarding

- Please refer to the *Safeguarding and Child Protection Policy*.
- Regular training and annual Safeguarding updates are completed so that the staff understand the safeguarding policy and procedures to ensure up to date knowledge of safeguarding issues. This training enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.
- The Safeguarding Policy and training equips teachers to be able to identify
 - o significant changes in a child's behaviour
 - o deterioration in children's general well-being
 - o unexplained bruising, marks or signs of possible abuse or neglect
 - o children's comments which give cause for concern
 - o any reason to suspect neglect or abuse outside the setting
 - o inappropriate behaviour displayed by other members of staff or any other person working with the children
 - o inappropriate sharing of images
- Our recruitment process ensures that all staff recruited in the early years have been subject to relevant checks, including a prohibition from teaching check and appropriate criminal checks.
- The independent nannies are all fully police checked when they start.

5. Health and Medicines

- Parents are provided with the relevant medical forms during the enrolment process, this ensures relevant medical information is shared to promote the good health of pupils at Pembroke. Please see *First Aid Policy and the Health and Safety Policy* for further information. The detail within these policies, including the procedure for responding to children who are ill or infectious, is shared with parents at the information morning for new parents and in the parent handbook.
- All accidents and first aid treatment are recorded and communicated to parents as soon as possible or appropriate.
- Training is given to any member of staff for administration of medicines that require medical or technical knowledge.
- Prescription medicines must not be administered unless prescribed by a doctor, dentist, nurse or pharmacist (and medicines containing aspirin must have been prescribed by a doctor).
- We have a school nurse and a Sanatorium. All children within Pre-Prep have access to the Sanatorium and the nurse on duty should they need medical attention.
- There are first aid boxes located in the nursery playground, the main playground, forestry play area and in the Sanatorium.
- All members of staff who teach in Pre-Prep have undertaken a Paediatric/Infant first aid course which is renewed annually.



6. Food and Drink

- All food is prepared in our on site kitchen.
- The menu is planned to be healthy, balanced and nutritious. Fresh drinking water is available for pupils at all times.
- Up to date records are kept regarding individual dietary needs, a list is distributed to each teacher and the kitchen staff.

7. Accident or Injury

- Staff are aware of their duty to inform parents of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable and any first aid treatment given. Forms to record this are kept in the medical room.
- First aid boxes are accessible from all areas of the school.

8. Nappy Changing Policy

This policy is written with the safety of our children as our first priority. The policy is also designed to ensure that our staff are not placed in a situation, which could unwittingly offend local customs, cultural sensitivities or potentially make any member of staff vulnerable to allegations.

a) Nappy Changing Procedure

- We ensure that, where possible, it is the child's Ayah who carries out the procedure of changing nappies. The only exception will be when the child's Ayah is absent. Then one of the assistants in the Early Years department will help.
- All children should be changed as and when needed. Wherever possible it should be the Ayah to change the child.
- Gloves and hand sanitiser are provided in the changing area.
- If a child alerts a staff member that they need a nappy change, it will be done immediately.
- No child will be left unattended on the changing mat.
- The changing area is a safe area to lie the child down if they need to have their bottom cleaned.
- Each child is required to bring in their own changing blanket to be used when they have their nappy changed.
- Nappies are put in a nappy bag and disposed of in the correct bin and they are taken away daily.
- Children will be encouraged to wash their hands after having their nappy changed.
- Staff/Ayahs will wash their hands immediately after.
- Staff will give children privacy when using potties, by sitting them out of sight of passers-by and other children.
- We have child size toilets which the children will use (unless they are potty training)
- We work with the Ayahs to ensure that nappy changing is a relaxed, happy time and not a negative experience for the child (no negative comments).
- Parents are asked to provide –
 - Nappies (including spares)
 - Wet wipes



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- Change of clothes/underwear
- Nappy cream (if appropriate)
- Changing blanket or pad

b) Toileting Procedure

- All Early Years children who enter Nursery and Reception are expected to be potty trained, although we understand that children can and do have accidents, so we manage the situation with sensitivity.
- Potties will be cleaned after every use
- Some Pre-Nursery children who come to school are still in nappies and this is why they come with an Ayah.
- Staff/Ayachs will give children privacy when using potties, by sitting them out of sight of passers-by and other children.
- Children have the full support of potty training at School and we work closely with the parents.
- Pre-Nursery, Nursery and Reception children are encouraged to access the toilets independently according to their individual needs.
- Children are always allowed to access the toilets when needed.
- If a child has an accident, staff will help them, if help is wanted. Ensuring the child has privacy but that both child and adult are visible.

9. Soft Touch Policy

At Pembroke House School, in the Early Years Department, we understand that appropriate relationships between staff and children are paramount to promoting the safeguarding of children at our school.

This Safe Touch Policy has been created with the aim of ensuring that all members of staff are aware of their responsibilities, in terms of appropriate and inappropriate touch, when involving children.

All children are entitled to receive an education in an environment where they feel safe, secure and respected. The school will dedicate itself to ensuring that no child feels threatened or disrespected, in terms of physical contact between themselves or a member of staff.

a) Staff Roles and Responsibilities

- All members of staff at our school have a duty of care towards pupils, and must be aware of the boundaries involving physical contact.
- At Pembroke House we have a “Child led affection” rule, which means, if a child comes to you for affection that is acceptable, but it must not be the other way round.
- All members of staff are responsible for ensuring that no pupil feels threatened or unsafe at our school as a result of inappropriate touch. Staff must not touch any area of the body that a swimming costume covers.
- All members of staff have a responsibility to report any instances of inappropriate touch to the Head.



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- The school has a responsibility for ensuring that they create and promote a culture in which pupils' wishes and feelings are respected.
- Staff to child ratios ensure that children are adequately supervised at all times.

b) Child Ratios

We follow the guidelines of the NSPCC with regards to ratios of teachers to pupils.

- 0-2 years - One adult to 3 children
- 2-3 years - One adult to 4 children
- 4-5 years - One adult to six children

Our assistants and Ayahs are given the relevant early years training to specialise in Pre Prep. This training involves first aid, safeguarding children and helping to educate children through play.

10. Contagious Illnesses

If a child has vomiting, diarrhoea, an unknown rash, fever, Hand-foot and-mouth or any other sign of illness they will be sent to San to be reviewed and advised accordingly. For Vomiting and Diarrhoea children should stay at home for 24 hours after the last episode. If it persists we recommend seeking medical advice. If a child is diagnosed with Rotavirus or Hand-Foot and-Mouth they should isolate for 7 days before returning to school.

11. Equestrian and Tuktuk Policy

When Pre-Prep (including Mini Martlets) go horse riding there is an increase in supervision. Please refer to the *Equestrian Policy* for further details.

A tuktuk is used for transporting children to the forestry and the safety measures mentioned in the risk assessment must be adhered to for this activity to ensure safety for all children involved.

12. Missing Child Policy

In the unlikely event that a Pre-Prep child goes missing, staff will follow the school's *Missing Child Policy*. In addition to this policy, Early Years staff will also follow the procedure below, if a child is not collected at the end of the Pre-Prep school day.

Late Collection:

- If a parent or carer is late to pick up their child/children, they will be either put in rest or taken to the school office where they will sit and wait until their parent or carer arrives to collect them.
- The parents will be called and informed of where their child is and to find out if there is a reason for the late pick up.



- If both parents do not answer, the school secretary will contact other parents in the class to see if they are aware of a delay.
- After this point, the Head of Pre-Prep will leave the child in the care of the Head or an SLT member, until such time as the child is collected by their parents or carer.
- In a situation where a child has not been collected or looks like they might not be, an emergency care plan will be put in place by the Head, SLT and the DSL, until the situation is resolved. The school has a duty of care for that child until such time as they are handed over safely to their parents.
- If the situation escalates to this level, without a reasonable explanation for the late pick up, the Head, DHM - Pastoral and DSL will meet and decide on an action plan to formally address the situation with the parents, so such an event does not happen in the future.

13. Messy Play Policy

There are many benefits of messy play for babies and toddlers. All children are encouraged to participate in 'Messy Play' activities. They can feel and smell and mix to see what happens next, having fun while they learn! Messy play stimulates the senses. The tactile experience gained during messy play helps little ones experience a variety of textures. During messy play, babies and toddlers are developing eye hand coordination and fine motor skills. What looks like a mess on the surface is truly a learning experience for a child.

Messy Play activities are always carefully organised and materials used are thoroughly inspected to ensure the safety and well being of the children. We always check for allergies and dietary requirements before engaging in messy play with food.

Materials for Messy Play

Listed below are materials we use for "Messy Play" activities

Children under 12 months:

- Water
- Cornflour
- Rice
- Pasta
- Cooked Pasta
- Oats
- Food dye
- Cereal

Children over 12 months

- Water
- Chia seeds



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- Sand
 - Dried or cooked Rice and Pasta
 - Jelly
 - Ice
 - Soil and Stones
 - Cornflour and Water
 - Cereal
 - Powder Paint
 - Bark/wood
 - Wheat flour
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- The children are able to explore different textures freely on either large trays (tuff trays) on the floor or in smaller trays on low tables indoors or outdoors (weather permitting).
 - All activities are carefully supervised to ensure the children's Health and Welfare are top priority at all times.
 - Utensils and other equipment used are cleaned and/or sterilised after each use and the children are encouraged not to put play equipment into their mouths, although sometimes this is unavoidable.
 - The messy play materials are put away each afternoon so they can be reused the next day. The materials used will only be used for an appropriate amount of time and will not be used if considered a health risk to children.

14. Complaints

Complaints procedures are explained in the *Parents' Complaint Procedure Policy* which is available for parents to view on the school's website.

15. Learning Support

Amongst the youngest members of the school, Pre-Prep's learning support is seen as a process influenced by the collaborative support from teachers, parents and relevant professionals. This ensures that all relevant factors are taken into consideration. Early intervention is designed to decrease risk and strengthen resilience, providing a strong basis for successful future development along the educational continuum. These mechanisms must be age-appropriate, reflect the growth, interests and talents of the child and will have a long-term impact on the final outcomes in the later years of a student's education.

Examples of strategies in place:

- Referrals to Coach House (Learning Support) and working alongside Coach House for external referrals.



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- Close observation by the teachers when the child is too young to be assessed by a professional.
- Continuous communication between all the teachers and parents..
- Internal assessments will take place within school and at the appropriate age recommendations that they be assessed externally by a professional if required.
- Differentiation is considered when planning all lessons.
- Additional assistance when required is organised between school and the child's parents.

16. English as an Additional Language

If a child has been exposed during early stages of development to more than one language (which may include English), we will record the child as EAL, irrespective of the child's proficiency in English. This is common at Pembroke as Kiswahili and English is often spoken in the home.

It is good for children with English as an additional language to be able to speak their home language in the setting and talk to providers who speak the same language if there are any. Other strategies in place include:

- Visual aids - when an EAL child arrives in Pre-Prep we provide them with picture representations with specific activities or routines such as food or a swimmer. The teacher can use the resources to show the child before carrying out the action. This will allow the child to gain an understanding of the routine and begin to associate actions first with an image, before then acquiring the correct word to match the action.
- Parental support - Parents are key in developing communication with children and are invited to stay for the first few days to help the child settle in. They are also invited to provide a list of keywords, to assist the child. Although we encourage children to learn and use English whilst at school, the child's home language is also promoted. This will also help the child to settle in and feel more involved and understood.
- Cut down language - by using one and two word utterances and keeping their speech nice and slow helps the child learn English quicker.
- Learning through play - playing is a fantastic way to build relationships with children and EAL children will enjoy being able to express themselves.
- Lots of praise - using positive gestures and stickers encourage children. Confidence is a key factor in learning a new language and the more praise a child gains for having a go, the more the child will be willing to try.



- When possible we teach the whole class songs, words or rhymes in other languages, for example Happy Birthday – we want EAL children to know that we value their home language.

Assessment tracks the child's language learning progress and sets appropriate language learning targets to help provide access to the curriculum. Monitoring and tracking of progress is ongoing and will be recorded in their two year old check (if appropriate) baseline assessment and development checks that take place three times a year in the Michaelmas, Lent and Trinity terms.

17. Mobile phone use

Pembroke House accepts that mobile phones are a part of everyday life for parents, carers and for staff. This policy is part of the wider commitment to safeguarding the welfare of children as well as adults. This policy is linked to other School Policies on Safeguarding, Mobile Phone Use, Photography and Whistleblowing.

- It is recognised that mobile phones can cause an unnecessary distraction during the day.
- It is also to be recognised that mobile phones provide direct contact to help in emergencies, and will often provide necessary reassurances due to their ease of access, particularly at difficult times. Agreed acceptable use of mobile phones is to therefore be promoted.
- Mobile phones are put in a safe and secure area during the working day. This must be away from children and should only be accessed during teacher's breaks.
- For photography of the children, each teacher has a school phone and this may be used for photography and tracking purposes.
- Ayahs/Nannies are asked to keep their phones out of sight and if required to use it they can seek permission to leave Pre Prep.
- When undertaking a school trip, mobile phone use by staff should be limited to contact with school, parents or venues being visited and in emergencies. Again, use of personal mobile phones is otherwise prohibited in front of children.
- If an adult must have a mobile phone on them for medical reasons this is permitted but the phone should still not be used in front of children, unless for an emergency.

18. The Role of Parents

We believe that all parents have an indispensable role to play in the education of their child in Early Years. We therefore recognise the role that parents have played, and their future role, in educating their child.

We do this through:

- talking to parents about their child before their child starts in our school;
- offering parents regular opportunities to talk about their child's progress;



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- encouraging parents to use Tapestry to inform teachers about any encounters at home;
- encouraging parents to talk to the child's teacher if there are any concerns either at home or at school;
- regular newsletters specific to Pre-Prep with important information and dates;
- offering events throughout the year that encourage collaboration between child, school and parents. For example, Pre-Prep tea and play and Sports Day;
- providing various activities that involve parents, ie. regular communication with home through the child's school reading record and WhatsApp communication
- inviting parents to watch an 'Open lesson' once a term, for example, riding, swimming and music.
- we have open classroom mornings when we provide parents with an opportunity to look at work across the curriculum with their child and to celebrate their recent progress and achievements;

19. Linkages to other Policies

This Policy is linked to and should be read together with the following policies:

- Missing Child Policy
- Health and Safety Policy
- Fire Policy
- Safeguarding and Child Protection Policy
- Curriculum Policy
- Assessment Recording and Reporting Policy
- Parents' Complaint Procedure Policy
- Equestrian Policy
- Mobile Phone Usage Policy