

Barlborough Hall School



MOUNT
BARLBOROUGH HALL
EDUCATING MEN AND WOMEN FOR OTHERS SINCE 1842

EYFS Protocols & Procedures

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Arrival at School

Breakfast Club (paid for service)

Parents that require wrap-around morning care (Breakfast Club), drop off their children in the Front Parlour between 07.30am and 07.45am.

Children are registered as they arrive by the Breakfast Duty Staff members (of which there are two).

At 07:45am, children are walked down to the Refectory for breakfast by staff.

At 08:10, staff line the children up, one member of staff at the front/one at the back.

A head count is taken before walking the Nursery and Pre-Prep III children down to the Nursery classroom. Any children in Pre-Prep II or above then walked to the tennis courts. If it is bad weather the children go to the theatre instead of the tennis courts.

At 08.15, a member of staff will go into the Nursery room and greet parents and children arriving to EYFS from 8.15am.

School Arrival (not Breakfast Club)

EYFS children that are not in Breakfast Club are brought to the Nursery door by their parents from 08:15am onwards, where they will be greeted by a member of EYFS staff. Pre-Prep III children will stay in the playground or be taken to their classroom on arrival.

Registration

Nursery register is taken and the number for the day are written on the board displayed in the window. Also showing numbers of children leaving at lunchtime.

Dismissal & Crèche

EYFS staff open the Nursery door at 3.20pm so the EYFS children can be dismissed. One member of staff is based with the children on the carpet and another member of staff is based at the middle door so they can call the child as their parent arrives, pass on any important information, accident forms, soiled clothing etc.

At 4pm a register will be taken and any children remaining will be added to the crèche register. Children will wash their hands and then go to the crèche room. They will have a light tea and then play until collected.

At 5pm the children left are added to the 5-6pm register. At 5.30, any uncollected Upper School children join crèche. By 6pm, all children are collected from the crèche area by a parent/guardian. If children are not collected at this time, the late collection protocol will be followed.

Playtime

Nursery - At playtime, children are lined up at the internal Nursery door and are counted before being escorted into the EYFS playground. The second member of staff remains at the back of the line to ensure all children are safely out of the classroom and close the door. The children are only left if duty staff are in the playground.

Pre-Prep III - Children line up by the classroom door and are escorted to the playground by their class teacher. The children are only left if the duty staff are all in the playground.

Note: A duty rota will be kept in the entrance to the playground to ensure the correct individuals are on duty, that the staff are within ratio and to enable duties to be covered easily when a member of staff is absent. There is also a playground safety check sheet, signed each day by a member of staff on duty. Any damage, faults or dangers must be recorded on the sheet and reported directly to the Head of Early Years, who will then contact the school caretaker or a member of the Health and Safety Team if further action is required.

In the EYFS Playground

Pupil ratios are adhered to and are reviewed regularly to reflect changes in pupil numbers.

There is always be a paediatric first-aider available at playtimes to administer first-aid if required. **Please refer to the school First Aid policy and EYFS Training Matrix for details.**

Rules/procedures are in place for the safe usage of the playground's fixed and movable equipment and for other potential hazards, dangers and safety issues. **Please refer to EYFS Playground Risk Assessment.**

Fixed playground equipment is checked daily for major defects by the member of staff on duty at morning playtime. **Please refer to the EYFS Playground Safety Check sheet in the entrance to the EYFS playground.**

Staff on duty must be spaced out around the playground and ensure that children are following the school rules.

EYFS Playground Risk Assessment

Please refer to detailed risk assessment for the use of the EYFS playground. This will be reviewed on an annual basis, but also every time a major change or alteration is made to the playground environment.

Snack time

Morning Snack

Nursery snack: Children go to the toilet and wash their hands prior to snack time. Snacks are prepared by the kitchen staff and are served in the Refectory before playtime.

Pre-Prep III snack: Depending on the Pre-Prep III timetable, snack may be taken in the Refectory or in classrooms.

Afternoon Snack

This may be in classrooms or in the Refectory depending on timetable.

Lunchtime Play / Preparing for Lunch

EYFS children have their lunch at 11:45-12.45, half an hour of which is spent in the Refectory eating.

Prior to this, the children all go to the toilet and wash their hands.

The children are lined up and counted. They are then walked to the refectory.

In the Refectory

The children are all seated at their tables and are given their dinner by a member of staff. Staff members on duty to check that children are using their knife and fork correctly.

Children with special dietary requirements are seated. **Please refer to Individual Care Plans and the school First Aid policy for further details of this.**

Water is always available and children are encouraged to drink.

Children are led to the playground by duty staff who will supervise the children until the members of staff on outdoor duty arrive at 12:15.

Moving Around School

In both Nursery and Pre-Prep III, children are lined up before any movement around the school as a class.

The children line up at a door specified by the teacher and are encouraged to leave space around them with no contact with the person in front or behind. When the children are still and quiet, a head count is done to ensure everybody is present.

The teacher leads the line out, stopping at suitable intervals to count and check the exit of the last child.

When walking around school, the children are encouraged to be sensible and quiet.

They walk on the left when moving through corridors.

Extra care will be encouraged on steps and stairs and children must hold on to the bannister / hand rail to ensure safety.

Children are not left until a suitable member of staff is at the destination location and is ready to take responsibility for the children.

Handover information is given: any illnesses, issues and the total number of children.

Walks in the Grounds

Nursery and Pre-Prep III use the school grounds for walks. Staff may decide to go on impromptu walks to follow children's interests, enrich topics or add extra exercise and opportunities for fresh air into the school day.

Please see separate Risk Assessment for Welly Walks.

Whilst on the walk:

- The children are lined up and counted
- Correct adult: child ratios are adhered to
- Appropriate footwear and outerwear are worn (wellies/boots/coats)
- An adult is always at the front of the group and one is always at the back to keep children together
- Staff stop and recount children at regular intervals during the walk
- Children are made aware of dangers and potential risks as we walk around the grounds e.g. car park, roads, uneven ground, spiky plants, bodies of water, farm animals (see separate Risk Assessment for further details of this)
- Children are encouraged to listen carefully to instructions during the walk
- Children prone to poor or erratic behaviour hold the hand of a suitable adult
- At least one adult in the group carries a mobile phone and a small medical kit in case of accidents or emergencies
- Any accidents or incidents are reported to the Head of Early Years and are referred to the Health & Safety committee if required

Indoor Risk Assessment

Please refer to detailed risk assessment for the Classrooms. This shows how dangers are minimised for areas used frequently by EYFS children. This will be reviewed termly, but also every time major changes and alterations are made to the EYFS environment.

Getting Changed for Swimming / PE

PE

Nursery children come to school in a tracksuit every day and do not need to get changed for PE. To preserve the amount of physical activity done by the children, Pre-Prep III children come to school in their PE kit on their designated PE day.

Swimming

The children are walked over to the changing rooms by their teacher or the member of staff who will be supervising the changing procedure.

The children are told how to remove their clothes, starting with the removal of shoes. Their dry school clothes are placed in their box to reduce the possibility of children mixing up their clothes.

Children are encouraged to help each other with zips and buttons, although adults do help where this is not possible.

Children are given help with putting on their swimming hats.

After swimming, the children take off their swimwear and put it inside their swim hat. They wrap in their towel or robe and dry their bodies independently.

The children will then put their school uniform back on. They are given help as needed but are encouraged to be as independent as possible.

Wet kit and towels are then put in bags.

Children line up and are safely escorted out of the changing rooms and back to their class.

Managing Medicines

The following protocol will be followed in line with the school First Aid policy. Please refer to this document for further details.

If a parent would like us to administer a prescribed medicine, this should be given directly to a member of staff at the start of the school day.

The member of staff checks that the medicine is clearly labelled with the child's name, the name of the medicine and the specific dosage required.

Parents/guardian must fill out the appropriate form to give permission for this and provide further details.

The medicine needs to be stored according to instructions on the label. Either in the medicine box in the fridge in the Nursery room or the lockable cupboard on the wall.

The permission letter or form is placed in the First Aid folder.

Once the medicine has been given, the medicine book is signed by the person who has administered it.

If the medicine is a long term prescription, then this is discussed as part of a care plan in a special meeting for the individual child.

Sick Child / Illness - If a child is unwell during the course of the school day, they are monitored closely by staff and parents are telephoned and asked to collect their child. If parents cannot be reached, emergency contacts are phoned instead. If the illness results in sickness and/or diarrhoea, parents are advised to keep their child at home for 48 hours after the last episode to avoid the spread of sickness to others.

Uncollected children

If a child is not collected at 3.30pm, they are supervised until 4pm by the teacher on duty. Following this, a child is supervised in evening crèche. If the child has still not been collected by 6:00pm, contact numbers will be tried and messages left with parents. The head teacher or member of senior management on duty are informed and further action will be taken as necessary.

Lost Child Policy

We endeavour to keep the site safe and secure for the protection of children. Every care is taken to ensure children are accounted for and supervised at all times. In the unlikely event that it is suspected a child has gone missing, an immediate register is taken by Nursery staff, Head of Early Years or member of Senior Management. If it is discovered that the child is unaccounted for, the Head Teacher is notified and they will decide on further action to be taken.

Collection by an unfamiliar adult

In the EYFS, we have a collection protocol to ensure that children are safely dismissed to an appropriate adult. Parents are asked to inform the school if an adult who is unfamiliar or new to the staff at the setting will be collecting their child. Parents can communicate this to staff verbally, via email, the school office or through the Reading Record book. Parents are requested to provide the name of the person collecting, their relationship to the child and a password. This password must then be given to staff by the person collecting before the child can be dismissed.

This procedure forms part of the school Safeguarding Policy. Please refer to this for further details.

Fire Procedure

Fire evacuation sheets are displayed in every classroom.

Nursery: Upon hearing the fire alarm, Nursery staff and children line up at the cloakroom door and a register/head count is taken. Toilets will be checked for children before walking pupils to the tennis courts.

Pre-Prep III: Upon hearing the fire alarm, Pre-Prep III staff and children line up at the classroom doors and a register/head count is taken. Once all children are accounted for, classes make their way through the EYFS playground and to the tennis courts. One member of staff checks the toilets at the bottom of the Pre-Prep stairs to ensure they are clear before joining the class outside.

If pupils are outside during the alarm, they line up with their class and are counted before walking to the tennis courts. A member of staff checks the toilets before going to the tennis courts.

Children will be reminded to be silent and walk sensibly to the tennis courts. The school secretary will hand out a paper register to check that all children are accounted for.

Please refer to the school Fire Policy for further details.

Personal Care Procedures

This procedure is to provide guidance for the toileting needs of children in the EYFS Including issues such as toilet training, incontinence and toilet accidents. It will also be used in other incidents that may require a child to remove their clothes. These include changes required as a result of water play, messy play, sickness, weather etc.

Toilet training is a parental responsibility and we would hope that children would start the setting being toilet trained. However, if they are not toilet trained, we will support and work with parents towards successful toilet training. The setting has an obligation to meet the needs of children with delayed personal development in the same way as we would meet the individual needs of children with delayed language or social skills. Children should not be excluded from participating from activities if they are not toilet-trained. We work with parents towards toilet training unless there is a medical or other developmental reason why this may not be appropriate at the time. We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults. It is important that there is a positive dialogue between home and setting about strategies in use with the child so that these can be reinforced as appropriate.

Principles

- It is the right of the child to be treated with sensitivity and respect, and in such a way that their experience of personal care is a positive one
- As far as possible the child should be allowed to exercise choice and should be encouraged to have a positive image of their body
- There should be recognition that toileting support can involve risks for both the child and any adults in attendance

Procedures in Nursery

In Nursery we recognise that children will join us having reached differing levels of independence and development in toileting and self-care:

- Staff will discuss with parents appropriate changing times for the children in their care who are in nappies or 'pull-ups'

- Young children are not left in soiled or wet nappies, 'pull-ups' or pants as we have a 'duty of care' towards children's needs and this could be interpreted as neglect
- Children from 3 years old should wear 'pull-ups' or other types of trainer pants as soon as they are comfortable with this and their parents agree
- Changing area is left clean and ready for the next child
- Each child has their own nappies, 'pull-ups' and wipes accessible in the changing area. A changing unit is located in the boys' toilet.
- Gloves and aprons will be worn whilst changing a wet or soiled child
- All staff are familiar with the hygiene procedures and carry them out when changing children
- Staff recognise that nappy changing is relaxed and a time to promote independence in young children. They avoid pulling faces or making negative comments about nappy contents or the child.
- Nappies and 'pull-ups' are disposed of hygienically. Soiled clothing is bagged and sent home
- Children are encouraged to take an interest in the toilet, they may just want to sit on it at first
- Older children can access the toilets whenever they have the need to and are encouraged to be as independent as is age and developmentally appropriate
- Children are reminded at regular times to go to the toilet
- Children are encouraged to wash their hands and have soap and towels to hand

Procedures in Pre-Prep III

In Pre Prep Three we have an expectation that children will:

- Know when they need to go to the toilet and how to use the toilet independently
- Be reasonably effective at cleaning themselves after using the toilet
- Children can access the toilets whenever they need to and are encouraged to be independent
- Children are reminded at regular times to go to the toilet- eg before lunch / leaving the building
- Children are encouraged to wash their hands and have soap and towels/dryer to hand
- Children are not to be left in soiled or wet pants or clothes as the setting has a 'duty of care' towards children's needs and this could be interpreted as neglect
- All staff are familiar with the hygiene procedures and carry them out when changing children

At the setting we recognise that:

- Children develop at different rates
- Some children will not have had the practice that they need to use the facilities available: this could include culturally different expectations of self-care
- Some children may start wetting or soiling themselves after they start the setting during the settling in period. In these circumstances, the Teacher communicates sensitively with parents to determine if this is a temporary set-back (anxiety, arrival of new sibling, illness)
- Some children will come to the setting with ongoing/specific physical or medical issues such as urinary tract infections or soiling difficulties
- If the child requires a medical care plan, Local Authority policies on child protection and managing children's needs will be consulted

Advice and Support

There are other professionals who can help with advice and support. Family Health Visitors and Community Nursery Nurses have expertise in this area and can support adults to implement toilet training programmes in the home. Health Care Professionals can also carry out a full health assessment in order to rule out any medical cause of continence problem. Parents are more likely to be open about their concerns for their child's learning and development and seek help if they are confident that they and their child are not going to be judged for the child's delayed development.

Sensitivity and Respect

- The child should be spoken to by name and given explanations of what is happening
- Privacy appropriate to the child's age and situation should be provided
- The child should be encouraged to care for him/herself as far as possible
- Items of good quality, appropriately sized spare clothing should be readily available
- The dignity of the child must be respected and so as much as can be kept confidential between child, setting and parent is kept confidential

Safeguarding Children and Adults

- Anyone caring for children has a common law duty of care to act like any prudent parent
- Adults dealing with the toileting needs of children should be employees of the setting and have undergone enhanced DBS disclosure
- All staff are aware of the setting's protocol and procedures
- All staff have received appropriate training and will receive support where necessary
- The parents are informed on the same day that the accident has taken place and staff should have the opportunity to raise any concerns or issues
- The normal process of cleaning a child should not raise child protection concerns, and there are no regulations that indicate that a second member of staff must be available to supervise the process to ensure that abuse does not take place
- DBS checks are carried out to ensure the safety of the children with staff employed by the setting
- If there is known risk of false allegation by a child or parent, then a single member of staff should not clean a child unsupervised

GOOD PRACTICE –TOILET TRAINING

We look out for signs that a child is ready for potty/toilet training and we work with parents to implement an agreed programme. Some children will be late in achieving milestones and toilet training will be delayed accordingly. Incontinence can be part of a medical condition or part of global delay. A few children may never be totally continent and so the emphasis will be on management of the condition.

A child will pass through these 3 stages as they develop bowel/bladder control:

- The child becomes aware of having wet or dirty pants
- They know that urination/defecation is taking place and may indicate this
- The child realises that they need to urinate/defecate and may say so in advance

Toilet training will be more successful if the child is at the last stage.

Assess the child over a period of 2 weeks to determine:

- If there is a pattern to when the child is soiled/wet
- The indicators that the child is giving that they need the toilet (actions, facial expressions)
- Hourly visits to the toilet and monitoring of wet, soiled or dirty pants help to determine toileting behaviour and show an emerging pattern

Some strategies to support the process:

- Familiarise the child with the toilets, use other children as good role-models (being sensitive to their privacy), flush toilets, wash hands etc.
- Encourage the child to use the toilet when they are indicating in some way that there is a need, but do not force the issue
- Take the child to the toilet at a time when monitoring has indicated that they usually open their bowels
- Ensure that they are able to reach and are comfortable on the toilet
- Training seats may be provided by parents
- Stay with the child and talk to them to make the experience more relaxed
- Accept that the child may not use the toilet – it may take time to develop the idea of what is expected
Don't become anxious, praise the child when the toilet is used
- There may be some setbacks (possibly an emotional reason), patiently continue
- Accidents will occur, deal with them discreetly and without fuss

Good practice in supporting children with SEN:

- The child's statement will outline their needs and objectives and the educational provision to meet those needs and objectives
- When a child's independence and self-help skills are delayed these will be identified in the statement and programmes will be recommended to develop these skills

Home / School Partnership

In some circumstances it may be appropriate for the setting to set up a home/setting agreement that defines the responsibilities that each party has, and the expectations that each has for the other. This might include the parent:

- Agreeing to ensure that the child is toileted at the latest possible time before being brought to setting
- Providing the setting with a change of clothing, wipes, creams
- Understanding and agreeing the procedures that will be followed when their child is changed at setting
- Agreeing to inform the setting should the child have any rashes or marks
- Agreeing to review arrangements at regular intervals

The setting may:

- Agree to monitor the number of times the child is changed in order to identify progress made
- Agree to report should the child be distressed or if rashes or marks are seen
- Agreeing to review arrangements should this be necessary

If a child has a regular and ongoing toileting issue the following will be discussed by the setting:

- Who will change the child?
- Where changing will take place?
- What resources will be used (cleansing agents or cream to be applied in accordance with parent's wishes)?
- How the soiled clothing will be disposed of?
- What infection control measures are in place?
- What the staff member will do if a child is unduly distressed by the experience or if a staff member notices marks or injuries?

Use of Personal Mobile Devices in the Workplace

In the EYFS, guidance is in place to avoid the use of mobile phones causing unnecessary disruptions and distractions within the workplace, and to ensure effective safeguarding practice is promoted to protect against potential misuse.

Practitioners are permitted to have their mobile phones about their person; however, there is a clear expectation that all personal use is limited to allocated lunch and/or breaks. Other than in exceptional circumstances to be agreed with a member of the Senior Leadership Team in advance, phones must be switched off or on silent. Calls and texts must not be taken or made during lessons or any other time when the member of staff is on duty.

There are no circumstances in which a practitioner may use their mobile phones to take photographs or videos of children within the setting. EYFS teachers and other teaching staff in regular contact with EYFS children are asked to sign a written declaration agreeing to the above terms. Any breach of the conditions outlined will lead to disciplinary action being taken.

A mobile device may be used to check on a child's medication for instance if a child has diabetes and insulin levels need checking.

These guidelines form part of the school Safeguarding Policy, please refer to this document for further details.

References to School Policies

The EYFS protocols cover a large range of policy areas. Here is a list of the school policies and additional documents that are referred to throughout these protocols. **These are highlighted in green throughout the document for easy reference.**

Current EYFS Duty Rota	p2
Current EYFS Playground Safety Check Sheet	p2 & p3
First Aid policy	p3, p4 & p7
EYFS Training Matrix	p3
EYFS Playground Risk Assessment	p3
EYFS Playground Safety Check Sheet	p2 & p3
Classroom and Walking Around School risk assessment	p5 & p6
Safeguarding Policy	p8 & p15
Fire Safety policy	p8

Review of current protocols

These protocols were last reviewed in: August 2023 by the Head of Early Years

These protocols will be reviewed again in: August 2024 by the Head of Early Years

This document will be sent electronically to new and existing staff in the EYFS each year once the annual review has taken place or when significant changes have taken place which require a major change in protocols and procedures. A paper copy is available for all EYFS staff on request.