



Early Years Foundation Stage Policy

Introduction

The EYFS Framework is statutory and is detailed under the *Statutory Framework for the Early Years Foundation Stage* and the *Practical Guidance for the Early Years Foundation Stage*. In the Pre-Prep, our procedures for learning and development, safeguarding, care and pupil welfare have regard to The Early Years Foundation Stage Framework 2021. Bishop's Stortford college was granted exemption in 2013 from the Teaching and Learning requirements of the EYFS Framework, under the Secretary for Education guidance outlined in the 2008 EYFS regulations as the 'Independent Schools route' to EYFS exemption. This was updated and reissued in 2021 to accommodate the new EYFS curriculum changes for September 2021. All children work towards achieving the expected Early Learning Goals, with many children exceeding the goals by the end of their Foundation Stage year. The children attending our Foundation Stage may enter the term in which they turn four.

Intent

Bishop's Stortford College Foundation Stage is committed to providing excellent care and education for all children. The Foundation Stage staff work together as a team to create a safe, stimulating and exciting environment in which children can thrive. The Foundation Stage have created a curriculum that offers exciting experiences and develops the whole child. It is our aim to support children to become inquisitive, creative and confident learners as they start their journey at Bishop's Stortford College.

The Foundation Stage at Bishops Stortford College seeks to provide:

- **Quality and consistency** so that every child makes substantial progress, and no child gets left behind.
- **A secure foundation** through planning and 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.

Statutory Framework for the Early Years Foundation Stage published 4 September 2023

In the Foundation Stage at Bishop's Stortford College, we aim:

- to make the child's first experience of school safe, happy, positive and fun.
- to foster a love of learning and develop enquiring minds.
- to instil the Characteristics of Effective Learning such as independence, resilience, and confidence.
- to promote health and emotional well-being.
- to build positive relationships and work in partnership with families (recognising that parents are their child's first educator), carers and professionals to support every child to develop and learn.
- to help children achieve the Early Learning Goals (ELGS) and acquire the Knowledge, understanding, and skills necessary for Year 1.

Using the 'Development Matters', non-statutory curriculum guidance for the EYFS and the knowledge and extensive experience of the Foundation Stage staff, we assess, plan, and teach the children in the Foundation Stage.

The four guiding principles taken from the Framework for the Early Years Foundation Stage shape our practice in the Foundation Stage at Bishop's Stortford College:

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

- importance of **learning and development** as children learn and develop at different rates.

Statutory Framework for the Early Years Foundation Stage Published 4 September 2023

Through the development of the four guiding principles, we will ensure that all children learn and develop well and are always kept healthy and safe. Our approach to the four principles and how we meet the statutory safeguarding and welfare requirements within the EYFS is set out in the following pages of this document.

A Unique Child

At Bishops Stortford College we aim to support children in developing a positive attitude towards learning and recognise that children learn in diverse ways and at varying speeds. Every child is entitled to a broad education that supports their individual needs to enable them to reach their full potential. We use numerous strategies to promote a positive learning experience for all.

Inclusion

All staff work together to create an inclusive and nurturing environment. We aim to meet the needs of all our children by: -

- ensuring we know our pupils and their families before they start in Reception at Bishop's Stortford College. Prior to a child starting in Reception, we hold an Induction Meeting with each family to help us get to know each child and their needs before their first day in school. Our transition also involves the opportunity for pupils to spend a morning with their new class and teachers. In addition, parents can meet with the teachers via social events or attending a 'Ready for Reception' presentation before their child starts in school.
- ensuring a balance across classes, within each cohort, of gender, ability, children with additional learning or medical needs and summer born children.
- setting realistic and challenging expectations. We aim for all children to achieve the Early Learning Goals by the end of the EYFS. We achieve this by

planning for children with different learning styles, special educational needs, children who are more able, children with disabilities or medical needs, children from all social and cultural backgrounds as well as children with diverse linguistic backgrounds.

- providing a safe and supportive learning environment in which the contributions of all children are valued.
- using resources, which reflect diversity and are free from discrimination and stereotyping which all children have equal access to.
- monitoring children's progress and providing support where necessary, within the resources available to the school.
- where necessary, providing specific targets detailed in Individual Education Plans (IEP) and Education Health Care Plans (EHCP) and following external therapy or support programmes such as Speech and Language.
- working collaboratively with families or carers, our SENCO and Learning Support Teaching Assistant and other professionals such as Speech and Language therapists and Educational Psychologists.

Our Foundation Stage team work closely with the children to promote their views, needs and interests and ensure they are listened to and taken seriously. Every child feels valued for their different personalities and talents. They are encouraged to be independent and work well with their peers so that they have the social skills they will need for their journey through school and life beyond school. Learning takes place through a variety of stimulating activities in which the children are challenged and supported depending on their individual needs. The curriculum is planned in part with the children to ensure it reflects their interests and inquisitive minds and cultural backgrounds. Children have opportunities to plan activities, decide role play areas, create and tackle challenges, pursuing their own interests.

We gather information prior to a child entering Reception to discover each child's interests, knowledge, skills and attitudes (see Induction Procedures below for further information). Working in partnership with families, we plan an environment and learning opportunities, which build upon their understanding and past experiences, paying particular attention to each child's unique family situation and any cultural experiences. All staff work together with positive attitudes and awareness.

We have children in our setting with various food allergies, which are catered for in the Dining Hall at lunchtime and considered when participating in cooking activities. We aim to ensure that children do not miss cooking activities due to their allergies, so we provide inclusive activities, which allow all children to participate.

If children have a particular physical need whether it be a permanent or a temporary disability, we aim to ensure that they can participate in as many, if not all, activities as much as possible.

English for speakers of other languages

In the Early Years Foundation Stage there are some children who speak different languages, and we celebrate this diversity. In the EYFS we ensure children who are already developing one or more languages, are given extra space and time, patience and support designed to help them become fluent in English as quickly as possible. We celebrate the skills they have in their home language and invite parents to share their home language and cultural background. Parents are invited to provide a list of key words and phrases (or translations of these) to assist the child's transition into Reception. Resources are gathered of key words, phrases and favourite stories, told in the child's home language. We involve the parents, and an Individual Education Plan is drawn up, where necessary. If a child does not have a strong grasp of the English language, staff will explore the child's skills in the home language with parents/carers, to establish their understanding and whether there is a cause for concern.

In the Pre-Prep, there is a rich, cultural environment, where play opportunities and books encourage sharing and talking. Children who share the same home language are encouraged to communicate with each other. The teaching is as visual as possible to enable access to the inclusive learning environment. Teachers use gestures, facial expression and explanatory actions, together with the use of objects to present lessons and stimulate discussions. The online Learning Journal, enables a two-way response so families can share home language opportunities and developmental experiences such as celebrations, food, festivals. A variety of festivals are celebrated throughout the year in assemblies and in class.

Positive Relationships

In the Foundation Stage we pride ourselves on our positive relationships with parents and children.

Values

The following values guide our interactions with our pupils, parents, and carers:

- Secure, respectful, and reciprocal relationships.
- Partnerships with parents or carers and other professionals.
- High expectations.
- Regard and consideration of how equity can be provided.
- Respect for diversity.
- Ongoing learning and reflective practice.
- Focus on 'The Characteristics for Learning' as well as outcomes.
- Encourage love and reason, and not reward and punishment.
- Support the wellbeing of children and adults.
- Give each child the best start with our unique curriculum and highly trained staff.

Behaviour

Please refer to the behaviour Policy

We know that for children to learn they must have high levels of wellbeing, therefore Personal, Social and Emotional Development is central to the teaching and learning in the Early Years at Bishops Stortford College and provides the starting point for our expectations in terms of pupil's behaviour. We want our children to be confident, happy, motivated, and involved. This will ensure that children make the best all round progress.

At Bishop's Stortford College, we believe children's behaviour is their way of communicating. In our setting we support self-regulation rather than managing behaviours. Self-regulation is the ability for children to control their own behaviour and emotions and thoughts in the pursuit of long-term goals. Self-regulation is taught through our PSHE (Personal, Social and Health Education) curriculum delivered through the Jigsaw Programme and everyday

interactions with the children. Jigsaw is an online well-being curriculum which aims to connect the pieces of Personal, Social, Health and Well Being Education. The programme teaches children emotional literacy, social and lifelong skills, RSE/RSHE and resilience in an age-appropriate manner. In the EYFS, we want children to develop the ability to do the right thing for the good of themselves, their classmates, teachers, and wider school community.

There are three Pre-Prep School rules; Respect, Safe, Ready. These rules are clearly displayed in the front entrance and are referred to through assemblies. Class rules, collated by the pupils, stem from these three rules.

Inappropriate behaviour and attitudes are dealt with sympathetically and firmly by involving parents, peers and Pre-Prep staff as appropriate. Staff act as role models. The cultivation of a good, disciplined atmosphere is the responsibility of all staff, and it reduces the need for sanctions.

Learning Muscles

The EYFS utilise learning muscles, which are nine habits the pupils learn that support life-long learning. The learning muscles promote appropriate behaviour, which becomes embedded.

Linking with Jigsaw, we teach children mindfulness and the ability to be calm through our PSHE curriculum. We plan for mindful 'calm me' moments at the start of each PSHE lesson and at other times during the day as and when appropriate.

Each Foundation Stage class has 'Colour Monster' feelings display to help children recognise and talk about their feelings. This display and our carefully sequenced PSHE curriculum help our children to learn to negotiate, compromise, manage conflict and regulate their emotions. Staff ask children for ideas on how they can solve problems. We give choices, provide children with opportunities to use their voice, make decisions, develop ownership and solve problems as independently as possible. When our children have resolved the problem, they will be praised for their efforts to solve a problem.

See Appendix for the Jigsaw PSED curriculum.

Boundaries

Knowing that children have boundaries makes children feel secure and safe and develops a sense of justice and fairness. The boundaries at Bishop's Stortford College are created by children, parents and educators together. At the start of each academic year, our children are encouraged to develop their own 'class rules' to help keep one another safe and happy so that each child can thrive within the learning environment at school. These rules are explained clearly to the pupils and parents. Constant reminders and encouragement take place in class, the playground, in the dining hall and in assemblies. In the EYFS, behaviour is accepted and understood by staff and pupils as a learning process. Behaviour in the EYFS links in with PSED self-regulation and helps the pupils understand the impact of their behaviour. It is viewed by teaching staff as important to find the best way, for each individual pupil, to respond to the pupil's behaviour and maintain good relationships with them.

Bishop's Stortford College has ambitious standards and expectations of behaviour and hopes that parents support this fully. We aim to provide children with the absolute best start in life and ensure parents set out in partnership with the school. Parents are informed about the behavioural expectations and our ethos during our induction that begins before each pupil starts in the Foundation Stage. Parents for example, are invited to attend a 'Ready for Reception' presentation and a 1-1 Induction Meeting with the class teacher the term before their child joins the Pre-Prep. A 'Welcome to Reception' Leaflet is shared with parents before their child starts in Reception. Staff, Parents, and children have opportunities at end of each day to discuss any factors that may affect their child's behaviour at school. Staff can then use this information about the child to know how best to deal with situations that may arise. If behaviour is continually an issue, in some situations, there will be a combined school/home strategy to improve behaviour and a record may be passed between home and school daily to keep everyone informed and celebrate progress.

Reminders and warnings

In the Foundation Stage at Bishops Stortford College, the children are spoken to about their behaviour and given an opportunity to adjust what they have been doing. Sometimes, children need time to reflect or have some quiet time. In the Pre-Prep we call this Reflection Time. This involves the children taking time from what they are doing to reflect. This should take place in a safe and comfortable place. Reflection Time usually involves another adult sitting alongside the child for support.

Prior to any sanctions being given, the staff will follow a staggered approach to provide many opportunities for pupils to make the correct choices and adjust their behaviours.

Step 1: Reminder

A reminder of the school rules and what is expected.

Step 2: Caution

A clear, verbal caution is issued – delivered privately where possible.

The pupil is made aware of their behaviour and potential consequences of their behaviour are clearly outlined.

Step 3: Reflection Time

The pupil is sat somewhere safe for reflection time, usually with an adult for support – thinking about their actions and the consequences of their behaviour for a brief period.

Step 4: Sanction

If reflection time does not provide a change in behaviour, the pupil may be placed on sanctions, which may be on-going:

- Taken to speak with the Head of Pre-Prep
- Setting up a behavioural programme with targets and monitoring
- Communication with parents, either a phone call or meeting
- A fixed term or permanent exclusion

Staff will discuss any serious or frequently repeated misbehaviour with the Head of Pre-Prep. If a child does something violent, abusive, racist or unacceptable in any other way, the Pre-Prep may bypass the warnings system. Parents will be informed immediately, and appropriate sanctions applied.

The use and application of consequences needs to be made clear to the pupils.

It must be clear what the offence is and what changes in behaviour are required.

All incidents and parental contact are recorded to note the nature of any misbehaviour and the action taken. The pupil and adult will have a restorative conversation.

Other ways we reward the children are verbal praise, showing work to the class (having asked the child first) and showing work to the Head of Pre-Prep. Reward is as much for good behaviour, a helpful attitude, kindness and improvements as for academic work. Good news is always shared with parents.

Managing Children's Behaviour

In the EYFS we believe the key to successful behaviour management is involving the children in restoring good behaviour. We believe that in taking this approach we are giving pupils the skills to independently make better and more informed choices in the future. Our approach encourages pupils to think about how their behaviour affects others, both pupils and staff, how to relate to each other and how to find positive ways of repairing harm caused, rather than focusing on punishing poor behaviour or individuals avoiding taking responsibility for their actions. Children and adults are encouraged to put things right together. In the EYFS situations are resolved by working through these restorative questions such as:

What happened?

What were you thinking/ feeling?

What do you think/ feel now?

Who has been affected and how?

What needs to happen to put things right?

What are you going to do differently next time?

We are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding. When working with pupils in the Early Years Foundation Stage, staff focus on helping pupils grasp the concepts of feelings and how they are caused.

Staff must not give or threaten corporal punishment to a child and must not use or threaten any punishment which could adversely affect a child's well-being. Occasionally, situations may arise when "reasonable force" may be used to control or restrain pupils if circumstances require it. We will keep a record of any occasion where physical intervention is used and parents are informed on the same day, or as soon as reasonably practical.

Please refer to the Physical Restraint Policy.

Equal Opportunities and Inclusion

The children and parents are actively involved in our behaviour expectations and their perceptions are explored and valued.

There are clear curriculum guidelines for children with additional needs and our restorative approach is also adapted for pupils including those with Special Educational Needs who may require support in recognising how their actions have affected others or how they feel about an incident. Appropriate assistance will be provided in a variety of ways including:

- A range of learning styles
- Using child's ideas and motivations as a starting point for learning
- Adjusting the conceptual demand of the task as appropriate for the child

*(See **Teaching and Learning** and **Special Educational Needs** for additional information on Equal Opportunities and Inclusion)*

Praise and Encouragement

Praise is encouraged, good behaviour is celebrated. Children are praised and recognised for trying their best and for following their class rules. All staff and children know and understand our class expectations as they are created collaboratively at the start of each academic year. Staff and children speak to each other with respect and kindness. The staff in our setting use continuous verbal praise to encourage and support the children in the Pre-Prep. Verbal feedback, 'Learning Walls', praise and sometimes stickers help to create an environment in which children are proud of their own efforts and the efforts of their peers.

The 'Tickled Pink and Growing Green' marking system supports children with their understanding of success and their next challenge. Each week two children are awarded the 'Golden Book Award' for exemplary behaviour or effort during the week and these children then become the 'Helpers' for the following week, which boosts children's self-esteem and self-worth. The children stand up in assembly to receive their award and shake hands with the Head Teacher.

During 'Review' times, children are encouraged to share how they tackled a 'challenge' or an activity, their ideas and how they approached a task. During these times, the children are

encouraged to recognise which of the 'Learning Muscles' (see Learning Muscles section below) helped them to succeed. During our 'Review' moments, our children also learn to praise each other through peer assessment and self-evaluation and enjoy supporting each other in their learning journeys and achievements.

Parents

As Early Years Professionals, we know relationships with parents are especially important; strong relationships improve the learning outcomes of children, help parents feel comfortable with leaving their child at school and make children feel secure and safe.

We aim to work in partnership with parents prior and during a child's time in the Foundation Stage at Bishop's Stortford College through the following established practices:

- We have developed an extensive induction process for families joining the Foundation Stage at Bishop's Stortford College.
- We host training events for parents and share information that will be useful such as 'A Welcome to Reception' EYFS PowerPoint, Reading and Maths workshops. See the section on Pupil Induction below.
- We send a weekly newsletter updating the parents about key learning and activities that week.
- We develop online Learning Journals reporting on each child's progress against the 7 areas of learning. Parents are invited to contribute to their child's online Learning Journal so that they may share their child's achievements within the home environment with their teachers.
- We host a weekly 'Mystery Reader' from term two where one parent reads a story to each class.
- We ask parents to let us know any useful information about their child for example, that they are celebrating something at home, changes at home, changes of interests etc.
- We keep parents updated of any concerns we may have by talking with them one to one regularly and we encourage parents to do the same.

- We consider dismissal as a crucial time to build our relationships with parents and take time to chat with our families at the end of each day.
- We hold parent teacher conferences with parents to discuss their child's progress three times a year in October, February, and June.
- We send out surveys so parents can provide feedback about their experience within the school and their child's education.

Pupil Induction

We understand the importance of the transfer period into Reception and view this as a process rather than a single event. We want our children and their families to experience a smooth educational and emotional transfer into the Pre-Prep. This will ensure that children make the best all round progress. Before children enter Reception there are numerous times for parents to visit the school and get to know the Reception Team.

Busy Time with Nursery Rhyme

In September before a child starts in Reception at the Pre-Prep, the children are invited to take part in a 'Busy Time with Nursery Rhyme Morning'. In this time the Early Years Garden is set up with many exciting activities and games based around a variety of traditional nursery rhymes for children to take part in. It is a time in which parents can meet the staff in a relaxed and playful atmosphere. Parents can ask questions and find out about our routines and approach to learning.

Assessment Morning/Afternoon

All children wishing to attend Reception in the Pre-Prep, are invited to a 'Stay & Play' Assessment Morning/Afternoon with the Head of Pre-Prep, Early Years Lead Teacher, Reception teachers and Teaching Assistants. The school hall is set up with many activities and areas to reflect a classroom lay out and the children are invited to spend time playing in small groups. During this time, the children are observed, and staff discuss how the children interacted with each other, with the adults, the activities and their willingness to participate. Staff meet and greet families as they arrive, and parents can chat with staff when they drop off and collect their child. Children are invited back to the Pre-Prep for further assessment and opportunity to play if they have been unable to separate from their carer or if staff have any concerns about a child's development and school readiness.

Induction Meeting

Each family is informed of their child's class teacher in the term prior to them starting school. Parents and/or carers are then invited to attend a Zoom Induction Meeting with the class teacher. During this meeting the teacher invites parents to share information about their children including likes, dislikes, medical history, eating habits, noteworthy events and people. This essential information helps teachers understand each child and prepare for the settling period as they begin in Reception.

Nursery Visits

We aim to visit some Nurseries each year (those with many children coming to us) so that we can see the children in their nursery environments and speak to the Nursery teachers about the children. We find this to be an excellent chance to find out key things about the children to ensure we make their first few days at school as settled as possible.

Moving Up Morning

Children are invited for an Induction Morning in the Summer Term before they start. This is a wonderful opportunity for children to see their new classroom, meet their new class friends and meet their teachers. It is also a chance for parents to meet the teachers again before the start of term so that they can talk about anything that is worrying them, share information about their child or have any questions answered.

Welcome Pack

In the Summer Term prior to a child starting in Reception in the Pre-Prep, parents are sent a 'Welcome Pack' which contains a 'Ready for Reception' leaflet and 'A Day in the Life of Pre-Prep' pamphlet outlining a typical day in the Pre-Prep for a Reception child. These leaflets are brightly coloured with lots of photographs so the children and their families can familiarise themselves with some of the things they will see in September and the range and types of activities they will experience in the Pre-Prep.

'Ready For Reception' Presentation

In the Summer Term prior to a child starting in Reception in the Pre-Prep, parents are invited to attend a 'Ready for Reception' workshop. This workshop shares how parents can best

support their child in the months prior to starting in Reception and once they have started in the Pre-Prep. The parents are informed about best practice in Early Years education and the importance of the three core areas of learning as the children settle at school: Communication and Language, Personal, Social Emotional Development and Physical Development. It provides another opportunity for parents to learn about our early years ethos and ask any questions they may have. At this meeting, there is an opportunity for parents to meet the Head of the Pre-Prep again and a member of the Nursing team. [06]

Early Years ‘Welcome to Reception Presentation’

In the Summer Term prior to a child starting in Reception in the Pre-Prep, families are sent a ‘Welcome to Reception PowerPoint. This PowerPoint contains photographs, video clips and information outlining the routines, expectations, timetables, topics, uniform and curriculum to be followed in Reception. We speak about our curriculum expectations and explain that we all work together in a partnership to ensure the welfare of the children. We discuss our ethos and explain how the children will learn. Food and drinks routines and options are also explained.

Literacy Talk

Parents are invited to attend a Literacy talk in the first half term. This is a chance for the parents to learn about Twinkl Phonics and how we teach reading and writing in Reception. Parents are also invited to participate in some Literacy activities.

Communications

At the beginning of each half term parents receive a Curriculum Topic Web outlining the core texts, key vocabulary, knowledge and skills to be taught across the seven areas of learning for each half term. Information about trips, visits and upcoming events are communicated through (Parent Mail) and via the weekly Newsletter. The weekly Newsletter is a major source of information for parents with photographs and information about what Reception has been doing that week. At the end of each half term parents receive a summary of learning. This information includes the phonics and tricky words covered as well as suggestions for consolidation during the holiday.

Trips, Visits and Parent Consultations

In our Foundation Stage the pupils enjoy at least one termly trip, which links with our topic or season. We only take staff with us on these trips. Parents are welcomed into class to be our 'Mystery Reader' each week to share a favourite story with the class. Parents are also encouraged to share their expertise in a talk or activity with the children as and when interests emerge, or as special events and celebrations occur.

Parents are invited to parent consultations in the Autumn, Spring and Summer Terms in which they have a 10-minute discussion about their child's progress and view their children's books and Learning Wall. There is an option to have an online meeting, to support those parents with childcare issues. There is a workshare afternoon in the Summer Term where parents are invited to spend time in the classroom with their child looking at their books, Learning Wall and join in activities around the Continuous Provision.

Learning Journey

We ensure that all children attending the Early Years have a personal Learning Journey which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a profile of each child's achievements during their time with us.

Procedures for Learning Journeys:

- The class teacher is responsible for the compilation of each child's Learning Journey.
- We use an online Learning Journey tool, allowing staff and parents to access the information from any computer via a personal, password-protected login.
- Staff access allows input of new observations and photos or amendment of existing observations and photos.
- Parent access allows input of new observations and photos or the addition of comments on existing observations and photos – parent logins do not have the necessary permission to edit existing material. When a child achieves something wonderful at home, parents are encouraged to share this learning with staff by seeing post in their Journal. This is a wonderful way for parents communicating

with us, and for us developing our understanding and knowledge of the whole child. The online Journal is a valuable tool regarding our parent partnerships.

- Observations put onto the online system are moderated by the class teacher before being added to the child's Learning Journey.
- Parents logging into the system are only able to see their own child's Learning Journey.
- Parents are asked to withdraw their consent for their child's image to appear in other children's Learning Journeys by reply to the Head Teacher if they so wish, and to protect images of other children that may appear in any photos contained in their child's Learning Journey.
- The Learning Journey is started once the child has started in The Foundation Stage.
- New observational entries to a child's Learning Journey will usually be uploaded within two weeks of the observation being made.
- In all written observations, other children are referred to using the appropriate pronouns and not by name.
- The online journal is not used as a general communication tool between school and home. A child's learning journey is a document recording their learning and development and parents may add comments on observations or contribute photos, videos or information about activities they have been doing at home.
- Parents are encouraged to contact us through the usual channels for any other day-to-day matters, e.g., absence, lost property, etc.

British Values

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are embedded within the Early Years Foundation Stage at Bishop's Stortford College and are fundamental to the development of Positive Relationships within the Foundation Stage.

In the Pre-Prep it is our intent to:

- Enable children to develop their self-knowledge, self-esteem and self-confidence.
- Enable children to distinguish right from wrong and understand the consequence of their actions.
- Enable children to understand that they have rights and that we treat people equally.
- Encourage children to accept responsibility for their behaviour, make decisions and show initiative.
- Encourage child to feel part of our community, help others and develop a sense of shared purpose and community.
- Enable children to acquire a broad general knowledge of and respect for public institutions and service in England.
- Enable children to acquire an appreciation of and respect their own and other cultures.
- Encourage pupils to respect for other people's opinions and values.

The following practices are implemented throughout the Foundation Stage and ensure that the fundamental British values are embedded in our curriculum, daily routines and practices.

Class Rules and PSED

Through our Class Rules and PSED curriculum (linked to Jigsaw) we support our children to learn and understand their own and other's behaviour and how this affects themselves and those around them. Our children are taught that our mutually agreed rules apply to everyone, and the rules are understood by all.

Responsibility

Children are encouraged to help their friends and teachers whenever they can, and such acts are praised. All staff can award the 'Golden Book Award' for acts of kindness. We engage the

children in the wider community by extending their knowledge and understanding to respect their own faith and other cultures. The Foundation Stage pupils learn about the concept of charity when taking part in whole school charity. The Pre-Prep especially supports local charities such as the Whitechapel Mission (homeless shelter), The Princess Alexandra Children's Ward and Grove Cottage (the home of MENCAP in Bishop's Stortford). The Pre-Prep are Friends of the Bishop's Stortford Food Bank.

Service

Pupils have numerous opportunities to develop respect for public institutions and service through Remembrance and visiting speakers such as the school nurse, the Police, the Fire service. Our school Chaplain delivers weekly assemblies covering charitable activities, British Values and respect for religious beliefs and difference.

Respect for view and values

We encourage our children to know their views count, value each other's views and values. This is taught and explained through discussion and by providing our children with opportunities to show their views by a show of hands, voting with voting sticks for stories and choices or by using their own themes for role play and areas of learning.

Continuous Provision

Our Continuous Provision is deliberately open-ended and play-based providing opportunities that support decision-making, turn-taking, sharing and collaboration.

Challenges

We encourage children to tackle or set their own 'Challenges' to develop self-esteem, self-knowledge and increase confidence and abilities. Our challenges provide opportunities to develop enquiring minds in an atmosphere where questions, discussions and differences are valued and supported.

Resources and texts

Core texts are carefully selected to reflect British society and the various experiences of the pupils in our school. Our core texts help pupils understand our ethos of inclusiveness and tolerance where views, faiths, cultures and races are valued in all aspects. Similarly, within the

Continuous Provision, we aim to provide resources which reflect the diversity of our school and wider community.

Discussions

We promote peer, group and whole class discussions; these could be a reflection on an activity or an event, a shared story or how a child has tackled a challenge or a discussion on how children are feeling. Our discussions are planned for across the seven areas of learning but also occur ad hoc as and when questions or teachable moments occur. Our discussions help our children to develop a language of feelings, responsibility, reflect on differences and understand we are free to have different opinions. Through our discussions we allow children the opportunity to discuss the difference, seek information from questioning while explaining the importance of tolerant behaviour such as sharing and respecting others' opinions. Discussions during snack time, lunch time, carpet time, circle time and assemblies are great opportunities to celebrate cultural events and festivals and discuss fundamental British values.

Enabling Environments

A rich and varied 'enabling' environment is actively planned for and continuously developed with varied exciting, multi-cultural and inclusive resources to encourage exploratory play-based learning and challenge. At Bishop's Stortford College we recognise that the learning environment plays an essential role in stimulating children's interests and extending their development. The learning environment encompasses both indoor and outdoor provision, which are of equal importance.

The learning environment is a place that reflects the children's interests, develops their learning, and provides challenging but achievable activities, offering unique experiences to extend the children's learning. Children are encouraged to experience all areas of the learning environment. We encourage children to plan their own selection of activities balanced with adult-initiated activities.

Our learning environment is set up to allow children to be able to learn safely both indoors and out. Each classroom provides the following opportunities:

- Creation Station
- Reading/Listening Area

- Role Play Area
- Construction
- Carpet Area
- Interactive Whiteboards
- Small World
- Computer Station

The classrooms are set up in these areas to allow children to have access to the resources they need and be able to locate equipment independently.

Within the Foundation Stage we aim to provide a stimulating learning environment, which offers high quality continuous provision to support children's learning and development. Resources, equipment, and activities in each area are matched to the stages of development to support and challenge Foundation Stage children. These stages of development are detailed in our 'Continuous Provision Progression' of Skills document. We aim to provide opportunities for Communication and Language, Literacy and Maths throughout the provision. Staff are encouraged to continually assess engagement and attainment levels within the Continuous Provision. Activities and equipment change regularly to support the development of key skills and to maintain children's interest and natural curiosity by responding to what they enjoy and are captivated by in the moment.

The outdoor area is regarded as paramount to learning and has a positive effect on children's well-being and development across all areas of learning. We are fortunate to have a large outdoor play area and a partial covered area directly outside the Foundation Stage classrooms. The activities provided in the outdoor area are experiences that the children are not able to have in the classroom and support the gross motor development of children. The outdoor area offers the children opportunities to explore, use their senses and be physically active, and exuberant. There is plenty of opportunity for our children to develop their core strength and gross motor skills through climbing, swinging and balancing.

Resources and Facilities

We provide children with opportunities to use a range of vibrant, open ended and interesting resources within the classroom and outdoor area which encourages the children to think and

explore. These resources reflect both the community that the children come from and the wider world. We aim to provide a mixture of educational resources and natural, authentic artefacts and objects to ignite the children's natural curiosity.

Recycled and authentic resources

Learning opportunities are heightened when children experience and explore exciting, new and real resources. Within the continuous provision the children are given opportunities to handle real artefacts, metal, wooden, glass and pottery. These resources provide children with opportunities to experience risk, take responsibility and develop an understanding of the safety measures required in the real world.

Many of the resources in our Creative and Construction areas are recycled materials and loose parts. Our children proudly create 'something new from something old' and in doing so learn about reusing and upcycling, sustainability, and care for the environment. Whilst creating a 'Junk model' does little to protect the environment, our discussions enable our children to develop their consciousness regarding these important generational issues. We find our pupils are most capable of understanding and talking about these concepts and how the actions of individuals impact the world in which we live.

We have an EYFS Authentic and Natural Resources Risk Assessment to support the safe use of these resources within the Foundation Stage environment.

Campus

The school campus resources offer children wonderful learning experiences such as Forest School, swimming lessons, and using the large playing fields and Astro for PE lessons.

Learning and Development

Teaching and Learning Styles

Our Curriculum Policy defines the features of effective teaching and learning throughout our school. These features apply equally to teaching and learning in the EYFS.

Within the EYFS the development of a holistic learner is recognised and based on the premise that each person finds identity, meaning, and purpose in life through connections to the community, to the natural world, and to humanitarian values such as compassion.

Teaching in the EYFS

Our Early Years curriculum:

- is based on the seven areas of learning and development and the educational programmes detailed in the Early Years Foundation Stage 2021.
- develops the knowledge, skills and understanding for our pupils to achieve the Early Learning Goals at the end of the academic year in which they turn 5.
- has regard for the knowledge, skills and understanding the Key Stage One curriculum will demand.
- is based on first hand experiences, purposeful interactions, and opportunities for our pupils to learn through play.
- is delivered through carefully planned adult-led and child-initiated learning opportunities that encourage our children to explore, create, investigate, rehearse, practise, repeat and discover.
- involves developing the Characteristics of Effective Learning.
- shows awareness of the diverse ways and rates by which children develop and learn; that there are many factors affecting achievement including ability, emotional state, age and maturity, and how this informs teaching strategies.
- has a high expectation of children's behaviour and attainment.
- recognises the importance of emotional well-being.
- is outside as much as possible.

Learning in the EYFS

In the EYFS children are learning when they:

- Collaborate and learn from one another through shared experiences.
- Are supported to set their own challenges in their classroom environment and in their learning.

- Access resources independently.
- Use their senses to explore and investigate.
- Develop persistence and positive attitudes to learning as detailed in the Characteristics of Effective Learning.

Play in the EYFS

We believe that Early Years education should be as practical as possible. Our Foundation Stage has an underlying ethos of ‘Learning through play’. Play is essential for children’s development across all areas. We highly value play and the learning it brings. We believe that, for young children, play is a tool for learning. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules, thereby developing emotional resilience and self-regulation. They express fears or relive anxious experiences in controlled and safe situations as well as re-enact positive experiences building self-awareness and self-esteem.

The EYFS Curriculum

We believe in a curriculum that supports the education of the whole child and builds upon what they already know and understand about the world around them. We aim to nurture and support each child in their own learning journey and recognise that each child learns in diverse ways. Our curriculum aims to be inclusive to all children and provide a stimulating and challenging learning environment. It offers a creative approach to learning with opportunities for active learning experiences indoors and outdoors.

The EYFS provides a basis for developing essential skills such as listening, speaking, persistence and collaborating with each other. The three prime areas cover the knowledge and skills which are the foundations for future progress, and which are applied and reinforced by the specific areas. All areas of learning are equally important and are interlinked.

The Development Matters and the Early Learning Goals 2021 guide our long-term planning, together with our half termly topics. In Reception, activities are ‘book led’ and planned around the broad half termly topics, the children’s current needs, schemas and interests to ensure all

areas of the EYFS curriculum are embraced. We have developed a long-term map, detailing the knowledge, skills and attitudes taught across the seven areas of learning during the Reception year.

Weekly Planning focuses on the day-to-day organisation of subject specific lessons and adult led activities, opportunities for talk and child-initiated learning. Staff understand that children's learning is not necessarily sequential and that they may need time to consolidate, repeat and extend their learning in their own way. All planning is evaluated on an on-going basis and adapted in response to the children's needs and interests.

Areas of Learning

In the Foundation Stage the early years curriculum is defined by the Early Years Foundation Stage (EYFS) which sets out the seven areas of learning and what children should be able to do by the end of the Early Years Foundation Stage (the early learning goals). All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas are the prime areas:

- personal social and emotional development
- communication and language
- physical development

We also support children in four specific areas, ensuring a broad curriculum and opportunities to strengthen and apply the prime areas of learning:

- mathematics
- literacy
- understanding the world
- expressive art and design

All the areas are taught in a creative and cross curricular approach as they cannot be delivered in isolation from the others. They are all equally as important and depend on each other to

ensure every child has a secure knowledge and skills to equip them for their journey through education. The children are taught through a balance of child-initiated and adult-led learning activities, alongside opportunities for continuous play in the Continuous Provision. New ideas and activities are added to the curriculum every year to ensure that it is continually progressing and reflects the needs and unique interests of each child. We have specialist teachers that enhance the opportunities available to the children to develop certain areas such as a PE and Games, swimming and Music lesson every week. They each provide excellent opportunities for learning and development.

At Bishop's Stortford College we understand that children learn at different rates and in a variety of ways. We work together to ensure we provide opportunities for children to learn in the way they feel most comfortable. We demonstrate many examples of good practice in our school such as:

- The communication and partnership between teachers and parents so that our children feel secure at school and develop a sense of well-being and achievement.
- Our teachers have a good understanding of how children develop, learn, and have excellent skills in providing opportunities to enable learning.
- The use of a range of approaches to provide first-hand experiences, clear explanations, make appropriate interventions and develop play and talk.
- The carefully planned curriculum that helps children work towards the Early Learning Goals throughout the EYFS and extends children's learning further.
- The provision for children to take part in activities that build on and extend their interests and develop intellectual, physical, social and emotional abilities.
- The encouragement for children to be independent learners and develop their self-management.
- The appropriate and accessible vibrant indoor and outdoor learning spaces with stimulating facilities and equipment.
- The identification of Next Steps and future learning needs by detailed observations and written assessments.

- The clear aims of our work in the Foundation Stage and the aims to continually develop and improve.
- The identification of strengths and training needs for all adults working in the Foundation Stage.
- The opportunities to offer children unique experiences to discover things about themselves and identify strengths in a variety of areas.

The Characteristics of Effective Learning

The Characteristics of Effective Learning from the Framework for the Early Years Foundation Stage underpin the Foundation Stage Curriculum at Bishop's Stortford College. The learning environment is established to provide ample and rich opportunities for children to demonstrate the key Characteristics of Effective Learning:

- playing and exploring
- active learning
- creating and thinking critically.

Playing and Exploring

Play is central to the teaching and learning in the early years at Bishops Stortford College. All planned activities have a play-based approach to learning to ensure that it is fun, relevant, and engaging for children. During 'Developmental Play' there are also opportunities for children to initiate their own play which enables children to explore and develop learning experiences and demonstrate their existing understanding of the world. These play opportunities create wonderful moments for learning from each other and about each other's cultures and backgrounds. The children communicate with their peers and practice using new vocabulary and speech in a range of situations. We provide children with a stimulating and challenging environment with an excellent range of open-ended resources.

Active Learning

In the Pre-Prep, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. At Bishop's

Stortford College 'Active Learning' does not just refer to the children being physically active, but rather their levels of engagement, concentration, and resilience when they are attempting a task. Alongside child-initiated learning, the children are invited to tackle 'Challenges' or create their own 'Challenges' during 'Developmental Play'. These challenges are play based, open-ended opportunities for the children to develop their independent thinking, extend their prior learning, put skills into practice or solve problems independently or with friends. These activities are in addition to the classroom areas and create a busy learning environment with lots of wonderful experiences. During 'Review and Reflection' times the children are encouraged to share how they tackled a 'Challenge' and why. These times provide opportunities for the children to receive praise and feedback from their peers and teachers and can often have a ripple effect amongst the class where other children are motivated to try or develop another child's idea. During 'Review and Reflection' times the children will be praised or recognised for 'how' rather than 'what' they have achieved. The adults will draw attention to the 'Learning Muscles' used and celebrate these achievements.

Creativity and Thinking Critically

Children in our Foundation Stage are encouraged to think critically and ask questions about the world around them. At Bishop's Stortford College we aim to give our children lots of opportunities to think, puzzle and work things out on their own and with others. Here the role of the adult is crucial. Practitioners in our setting have a clear understanding of the Characteristics of Effective Learning. They spend time observing children, how they learn, their personal preferences and learning styles. Our practitioners are committed to creating a learning environment that excites, motivates and enhances learning and discovery. Practitioners in our Foundation Stage aim to support, scaffold and extend children's thinking. Children can be supported in their critical thinking by being encouraged to talk about what they are doing and make connections to previous experiences and knowledge. During 'Developmental Play' and through our 'Challenges' children are given opportunities to be creative across all areas of learning and investigate their interests and solve problems. Adults aim to support children by clarifying ideas and asking open ended questions. Children are praised in relation to the 'Learning Muscles' and in turn learn themselves to recognise how a particular 'Learning Muscle' supported their own learning and achievement. Children have access to the indoor and outdoor learning environments to further stimulate their curiosity and intrigue

Learning Muscles

In the EYFS we think it is important that children understand that they are learners and that they have a role to play as a learner. We therefore believe that alongside the Characteristics of Effective Learning the children should be taught how to learn well so that they become successful lifelong learners. Building Learning Muscles is an approach to learning taught across the Pre-Prep and it helps the children:

- Learn more
- Learn better
- Become better learners
- Become lifelong learners

Learning Muscles help to develop a child who can face challenges calmly, confidently and creatively. They will give them the skills they need for their journey through school and into the real world. These learning dispositions can be viewed as groups of 'learning muscles'. Just as we can build our physical muscles by the right kinds of exercise, so we can exercise our learning muscles to develop their strength and stamina. Developing the learning muscles that make success as a lifelong learner equates to achieving a proficient level of all-round learning fitness.

We have identified 9 learning muscles. They are split into three areas – Improving how we work; Thinking, Exploring, Asking and Wondering; Becoming a caring, sharing person.

These learning muscles are inherent in us all. However, they are not fixed at birth or when we leave school; they can be developed by everyone regardless of 'ability', social background or age. Each of these 9 learning muscles need to be exercised regularly.

Learning Muscle Area	Key words	Animal representation	
Improving how we work	Focus Persistence Independence Resilience	Kestrel Tortoise Salmon Baby birds	These help us improve how we work. They help us improve by learning from mistakes and facing new challenges.
Thinking, exploring, asking and wondering	Creativity Curiosity Challenge	Unicorn Meerkat Elephant	These help us to learn how to think through problems, explore ideas, ask questions and wonder!
Becoming a caring, sharing person	Compassion Collaboration	Seahorse Ants	These help us to work together, see different viewpoints and empathise. They help us to see when to speak out and when to listen.

Assessment

Please refer to the Assessment Policy

Assessment plays an important part in helping teachers, parents and carers to recognise children's progress, understand their needs, and to plan activities and support.

Baseline Assessment

Assessment in the Foundation Stage begins with our Reception Induction. Our teachers work in partnership with parents to build a holistic understanding of each child through our initial Induction Interviews with parents and 'Moving Up Morning' where children stay and play in their classrooms with their teachers for the first time.

During the children's first half term, the teachers then assess each child's development and learning attainment against the Pre-Prep's Baseline Assessment criteria and national standardised testing. Our Baseline Assessment is built upon the Development Matters and includes the skills we identify as the most necessary at entry into Reception for each child reaching the ELGs at the end of the Reception year. It is also a time for teachers to discover the unique personality and interests of each child.

Any child baseline assessed as 'not on track' at entry into Reception will be supported through personalised support and specific intervention. The Foundation Stage teachers will communicate any concerns they have about a child's progress with the child's parents or carers and agree how to support the child. The Foundation Stage teachers will consider whether a child may have a special educational need or disability and will involve specialist support such as speech or play therapy as and when required.

Formative Assessment

High priority is given to promoting and building upon prior learning. Ongoing assessment is an integral part of the learning and development process. Our teachers know each child's level of achievement and interests and shape teaching and learning experiences for each child reflecting their knowledge of that child. Formative assessment in the Foundation Stage is continuous and is based on the teacher's knowledge of that child, observations, interactions and some examples of child-initiated and adult-led work. Formative assessment can include information and observations from the parents. The teachers and teaching assistants keep some observational records and use these to record examples of each child's progress. These are compiled in an online Learning Journey for each child and are always available to parents and carers. Observations are measured following the Developmental Matters statements within the Early Years Foundation Stage and Leuven Scales measuring levels of engagement.

Summative Assessment

During the Reception year, we make regular assessments of children's progress towards the Early Learning Goals. This information helps ensure future planning reflects individual or group needs and that those children who are assessed as 'not on track' are identified and supported. Summative Assessment takes place each term. Individual progress against the 7 areas of learning is assessed and formally recorded on an assessment profile which tracks each child's progress towards the Early Learning Goals. The Early Years team have identified key termly objectives to be achieved for each area of learning. These objectives outline the essential steps our children must achieve as they progress towards the Early Learning Goals. Those considered to be 'not on track' for achieving the ELGs are identified for intervention and personalised support. Parents are also notified through Parent Consultations, formal written reports and informal discussions with the class teachers of any child that is not making sufficient progress toward the ELGs. In the summer term, the national standardised baseline assessment is repeated to monitor progress and prepare pupils and parents for the transition into year 1.

There are three school Parent Consultations each academic year – one in the Autumn Term, one in the Spring Term and one in the Summer Term. Parents receive an Autumn and Summer written report that focuses on the pupil's achievements and next steps for learning. In the autumn the report is a general report with tick boxes to indicate if a child is on track towards the Early Learning Goals (ELGs). In the summer the report each child's level of development is recorded against the ELGs. The report states if the child has met expected levels of development, if they are not yet reaching expected levels of development or if a child has exceeded the expected level of development.

The Early Years Profile (EYP) is completed detailing each child's progress against the ELGs. This profile and each pupil's development within the Characteristics of Effective Learning are shared with parents in the summer report. The end of EYFS report outlines each child's knowledge and understanding and abilities, their attainment against expected levels and their readiness for Year 1. A parent consultation is also held for EYFS children in the Summer Term, so parents can discuss the report and their child's progress against the ELGs in person.

The Reception and Year 1 teachers also meet to discuss the end of year profile report. During a transition meeting, the report informs the dialogue between the Reception and Year 1 teachers about each child's stage of development and learning needs and assists with planning in year 1. Adjustments to the assessment process for children with SEND (Special Educational Needs and or Disabilities) and ESOL (English for Speakers of Other Languages)) pupils are made as appropriate and specialist assistance is arranged if necessary.

Planning

In the Foundation Stage, assessments are monitored and feed into the planning for the term ahead, ensuring 'Next Steps' are focussed and relevant. Weekly plans are completed for the week ahead and are adapted as the week progresses depending on the interests of the children or difficulties that may arise. Activities are differentiated where necessary to meet the needs of and extend the children.

Seven key features of effective practice are used when planning:

- The best for every child
- High quality care
- What we want the children to learn (curriculum)

- Helping children to learn (pedagogy)
- Checking what children have learnt (assessment)
- Self-regulation and executive function (managing-self)
- Partnerships with parents

In the Foundation Stage we believe that children who feel positive, engaged and involved in their learning will learn better. It is paramount for children to be involved in the planning process and to be able to share ideas about the things they want to learn. We broadly follow a 'book-led' approach but also provide the freedom within our curriculum to follow the children's interests as and when they occur. Our 'book led' approach puts the development of communication and language at the heart of our curriculum as new and varied vocabulary is introduced on a weekly basis. The balance between child and adult-led activities is judged by the Foundation Team and gradually becomes more structured in preparation for Year 1.

Reflection and Professional Development in the EYFS

In the Foundation Stage we believe that a quality learning experience for children requires a staff who are well-trained and motivated.

'A well-qualified, skilled staff strongly increases the potential of an individual setting to deliver the best outcomes for children.'

Statutory framework for the Early Years Foundation Stage published 4 September 2023

The EYFS team meet weekly as a team to discuss best practice and to reflect on our practice. This enables us to keep improving our practice and keep asking questions. Time is also provided to discuss individual children, their next steps and personal development. Our meetings enable the team to evaluate our aims, the quality of our education, the behaviour and attitudes of children and track the personal development of each child.

All staff are encouraged to keep up to date with good practice and to keep developing their roles within the setting by attending courses, Early Years staff meetings and raising things they would like to focus upon in 1-1 discussions, meetings and appraisals. Priorities and areas for development within the Early Years are identified in the Pre-Prep Development Plan annually for the academic year ahead. These priorities are guided by the Head of Pre-Prep, the Key Stage 1 Lead Teacher and the Early Years Lead Teacher. These priorities are discussed and

developed as a team during the weekly Early Years 'Sharing' meetings and ongoing staff development meetings. During the Early Years 'Sharing' meetings current articles, blogs, books and examples of best practice are shared. Staff are encouraged to follow Early Years experts and examples of good practice from the early year's community across the UK and the wider world online and in the media.

Safeguarding and Welfare

'All 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.'

Statutory framework for the Early Years Foundation Stage Published 4 September 2023

All staff in our Foundation Stage take all necessary steps to help children be healthy, safe and secure. In the Foundation Stage, we place a particular responsibility upon staff to be careful when they are working with children in the EYFS age groups and provide staff with advice about matters that they need to consider when dealing with EYFS pupils.

Child Protection and Safeguarding

Bishop's Stortford College's Child Protection and Safeguarding Risk Assessment Policy and the Safeguarding Policy outline the arrangements to safeguard and promote the welfare of pupils at the College. The policies include the requirements of the National Minimum Standards for the Early Years Foundation Stage and have regard to the government's statutory guidance 'Working Together to Safeguard Children', 'Prevent duty guidance for England and Wales' and 'Keeping Children Safe in Education'.

There is a designated safeguarding lead for the EYFS taking lead responsibility for safeguarding children in our setting. The lead practitioner is responsible for liaison with local statutory children's services agencies, and with relevant LSP. The DSL (Designated Safeguarding Lead) provides support advice and guidance to any other staff on an on-going basis, and on any specific safeguarding issues as required. The Designated Safeguarding Lead has a responsibility at both a strategic level within the organisation and on a day-to-day basis. The DSL for the EYFS is in receipt of current Child Protection training (Level 3), which is updated every two years. Their knowledge is refreshed regularly.

Within the EYFS all staff are familiar with the Bishops Stortford College's Child Protection and Safeguarding Risk Assessment Policy and the Safeguarding Policy. They must read and sign that they have understood the Safeguarding Policy and other relevant policies such as e-safety, AUP (Acceptable Use Policy) and data protection policy. Staff are also expected to read and understand the KCSIE (Keeping Children Safe in Education) document including Annex B. Staff must also ensure that they have read the EYFS guidance in other policies that contain EYFS statements. The College DSL ensures that this occurs. The DSL provides regular updates and training during weekly EYFS sharing meetings.

Staff in the EYFS work closely with children and monitor:

- significant changes in behaviour
- deterioration in children's general well-being
- unexplained bruising, marks or signs of possible abuse or neglect
- Children's comments that give cause for concern
- Any reasons to suspect neglect or abuse outside the setting
- Inappropriate behaviour displayed by other members of staff or any other person working with the children, for example, inappropriate sexual comments, excessive one-to-one attention beyond the requirements of their usual role and responsibilities or inappropriate sharing of images.

Safeguarding our pupils is of utmost importance. All our EYFS staff know the steps to take if they have a safe-guarding concern:

What should staff do?

Recognise *Do you have a suspicion or concern?*

Respond *Discuss your concerns with your DSL*

Refer *Report the concern*

Any concerns are recorded as in CPOMS and reported to the Designated Safeguarding Lead.

Suitable People

Criminal records checks are obtained for every person over 16 (including unsupervised volunteers and supervised volunteers who provide personal care) who works directly with the children. Additional criminal records check for anyone who has lived or worked abroad are also carried out if applicable.

Our checks include ensuring that staff working with pupils in the EYFS have not been prohibited from teaching.

We do not allow people whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for. For further details regarding 'Suitable People' please refer to the College's 'Recruitment, Selection and Disclosures Policy and Procedures'. Any allegations involving staff members will be reported to OFSTED within 14 days.

Staff Taking medication/other substances

Staff members must not be under the influence of alcohol or any other substance which may affect their ability to care for children. Staff are advised that if they are taking medication which may affect their ability to care for children, they should seek medical advice. Staff are informed that they should speak with the Head of Pre-Prep or the Lead EYFS Teacher if they are taking medication that may affect their ability to look after children. All medication on the premises must be securely stored, out of the reach of children, always.

Supervision

Induction training for staff includes:

- Help in understanding roles and responsibilities;
- Information about emergency evacuation procedures;
- Safeguarding and child protection;
- E-safety;
- Health and safety issues.

Weekly 'Supervision' meetings are held by the EYFS Lead Teacher with the EYFS staff. Regular 1-1 'Supervision' meetings are also held between the EYFS lead and the reception teacher and the part time Learning Support teaching Assistant. During weekly meetings, staff are encouraged to raise concerns or reminded to ask for time with the EYFS Lead Teacher if they wish to discuss issues privately. Staff are asked about their training requirements and areas for development. The EYFS Lead teacher and EYFS DSL also provide regular training updates during these meetings. A record of staff training is kept by the DSL and Head of Pre-Prep.

Suitable Adult Ratios

Reception: Teacher (QTS, EYTS, Level 6 qualification, instructor) – 1:30 children

Teaching Assistant Level 3 – 1:13 children if the teacher is present

1:8 if the teacher is not present.

Each Class has 2 members of staff (1 teacher and 1 teaching assistant).

The Key Person for each pupil is the class teacher.

Before and after school care and holiday camps are not bound by EYFS ratios. At these times, we aim to provide the same ratios as the school day and national minimum standards for class size are maintained.

Playground ratios

According to the Health and Safety Executive (HSE) and the Department for Education and Skills (DfES) provide no specific legislation on ratio numbers for playgrounds.

In our school the following has been set out as guidance:

Minimum classroom ratios apply.

There is a site-specific playground risk assessment that considers the following:

- Area and number of playgrounds (also split-level areas)
- Areas in the playground (considering steps, railings, uneven surfaces etc)
- Age and number of pupils

- Special needs and behavioural difficulties of pupils
- Areas where children may be hidden from view
- Arrangements for indoor activities during wet lunchtimes/break times
- First aid/emergency arrangements when staff are on duty

Taking, Storing and Using Images of Pupils

The Bishop's Stortford College 'ESafety Associated Policies (Staff Acceptable Use Policy, Social Media Acceptable Use Policy, Visitor Acceptable Use Policy, Pre-Prep Acceptable Use Policy and Digital Awareness Policy) provides about how images of pupils are used by the College. It also covers our approach to the use of cameras and filming equipment at events and on our premises by parents, pupils and the media. It takes account of data protection legislation and guidance from the Information Commissioners Office. There are additional requirements for the Early Years Foundation Stage and Key Stage 1 pupils and parents within this policy.

In the Pre-Prep, College staff are not allowed to take images on their personal devices of any age group. In addition, Pre-Prep staff keep their mobile phones in their locker in the Staff Common Room whilst teaching in classrooms. College devices are supplied when working in the Forest School site, Dining Hall and Swimming Pool as an emergency means of communications.

All College staff, visitors, Senior School helpers and volunteers working in the Pre-Prep buildings or grounds, must hand in any mobile phones or devices they have in their possession to the Pre-Prep Office.

Pre-Prep pupils do not bring in or wear watches that have the capacity to take pictures or video images. Appropriate watches for this age child are simple analogue or digital watches (Fitbit watches are acceptable).

Intimate care and Toilets

Please refer to the Procedure and Guidance for Intimate Care Policy.

Intimate care is any care which involves washing, touching or carrying out an invasive procedure (such as cleaning up after a child has soiled him/herself), that most children can

carry out for themselves, but which some are unable to do due to physical disability, medical needs or needs arising from the child's stage of development.

It is important that we safeguard the dignity, rights and wellbeing of the children and assure parents that staff are knowledgeable about intimate care and that the children's individual needs and concerns are considered.

There are intimate care guidelines sent to parents in the welcome pack when they join the school. All staff are made aware of the intimate care guidelines.

Intimate care routines always take place in an area which protects the child's privacy and dignity. Children's intimate care routines are always carried out by two assigned members of staff (usually the class teachers or teaching assistants). The child will be treated with respect and positive encouragement.

Intimate care incidents must be recorded on CPOMS including date, time, name of child, adult(s) in attendance, nature of the incident, action taken and concern or issues. Parents/Carers are to be informed as soon as possible via a conversation where possible or an information slip is sent home with the child.

The children's toilets and changing rooms are specifically for the children and members of staff (for appropriate supervision). For safeguarding reasons, no parent is allowed in the children's toilets or changing areas. We have a dedicated boys' and girls' toilet for pupils. Handbasins and toilet cubicles are available for pupils to use. Each cubicle has a usable child lock on the door. Pupils are specifically taught not to look under the toilet doors to protect pupil's privacy. Adult toilets are separate to pupils' toilets.

Medical Care and Paediatric First Aid

Please refer to the First Aid Policy

We aim for all members of the EYFS staff in the Pre-Prep hold the full paediatric first aid certificate. As a minimum at least half will hold the full Paediatric First Aid certificate. Team training will occur every 3 years. The Head Teacher, the Head's PA and Admissions Officer, The Pre-Prep Administrator also hold the full paediatric first aid certificate. At least one member of staff with a current PFA (Paediatric First Aiders) certificate is always present in the premises when EYFS children are present, and this is far exceeded on outings.

The College has a Medical Centre. Parents complete medical forms for their children before they attend the Induction Day, prior to starting in the Pre-Prep. Parents have a duty to provide the College Medical Centre with any medical information regarding their children, this is only shared with relevant staff on a *need-to-know* basis.

Accident and injury

A first aid box is available in front of the Pre-Prep office and is always accessible. Each class has a red medical bag kept in the class. The red medical bag is taken to lunch, PE/swimming and Forest School lessons and on trips. Inhalers, auto-injectors and basic First Aid resources are kept in the medical bag. A nominated Pre-Prep member of staff manages the use of inhalers within that class.

A red card is used in each class to notify the Office of any emergencies.

Letters are sent out to parents if Pre-Prep children have infectious diseases, head lice or threadworm. The Medical Centre is also informed.

An Incident Book is maintained in the Pre-Prep recording all falls and minor accidents. The Medical Centre maintains the College Accident Book. There is a fridge with ice packs in the Pre-Prep staffroom. For additional hygiene the Pre-Prep also has a shower room. If a child receives medical care for a minor injury, the class teacher will place a medical care notification slip into the child's book bag. The class teacher will also aim to speak with the child's parent or carer at dismissal to explain the incident and the treatment the child received.

If a child is ill or receives an injury or serious bump to the head at school, the Medical Centre are informed. A wrist band system is in place for a child who has had a bump to the head. A green wrist band is to be placed on any child who has had a bump to the head. The wrist notifies other staff and parents that the child has had a bump to the head. A letter is also to be sent home with advice and a tear-off slip, which is signed by the parent and returned to the Pre-Prep Office when the child returns to school. When deemed necessary, the school nurse or Pre-Prep administrator or Head's PA will phone the child's parents, who will be asked to come and collect their child or to arrange for a named adult to collect their child. A member of staff is to sit with the child until they are collected. On an occasion when a parent is unable to come to the school in a timely manner, the Medical Centre is contacted, and arrangements are made for the child to be looked after and be collected from there.

If a child is sent home from school suffering from gastric upset or flu, they are to be kept off school for 2 full days or until they have fully recovered. An obviously unwell child should be kept at home.

Parents are asked to inform the Pre-Prep before 9am if their child is going to be absent. Parents should also notify the Pre-Prep if their child has an infectious or contagious disease including COVID.

Administering Medicines

Please refer to the Medicine and Illness Policy

The EYFS follows the above policy.

Allergies

Please refer to the Allergen Management Policy

Parents complete medical forms and attend an 'induction Meeting' before their children start in the EYFS at the College. A meeting with Parents of children with serious illnesses and life-threatening allergies and with the Head of Pre-Prep, the relevant Class Teacher and Assistant will be arranged to discuss the situation and to formulate a plan of action for each child. A detailed list of pupils with their photos and their treatment is given to the appropriate teaching staff and displayed in the staff room.

Inhalers are kept by the nominated person within the class who will administer them when necessary. During PE lessons the nominated person, is the PE teacher in charge.

Auto-injectors

Pupils with allergies have auto-injectors in the Pre-Prep and another in the Dining Hall. The Pre-Prep auto-injectors are taken to all activities and on all trips.

Staff receive regular training in the use of auto-injectors. Teaching staff who are responsible for children prescribed with an auto-injector will carry the auto-injectors in named holders within the class medical bag.

Auto-injectors and inhalers are always taken on school trips. On these occasions, a named member of staff will be responsible for each of these children and will carry the auto-injector/inhaler with them.

Allergies and food

Please refer to the Allergen Management Policy and Catering Policy

The Dining Hall provides an allergen bar which supplies food that does not contain any of 14 allergens. If there is any doubt about an item of food the Class Teacher and Assistant will not allow the child to have it.

Staff check every food item (swimming biscuits/biscuits or sweets that may be distributed on a school trip/ birthday cakes/ Easter eggs) that might appear in the Pre-Prep with the relevant parents. Affected pupils may keep a small tin of suitable treats for these occasions.

Particular attention is paid to the contents of party food and to contributions for Harvest Assembly. The ingredients for cooking lessons and practical Science lessons are closely monitored.

Health

We promote good health and fitness for all children through our Personal Social Emotional Development (linked to Jigsaw) and Physical Development curriculum. Across the academic year, children learn about their bodies and the importance of sleep, physical activity, keeping clean and oral hygiene. The school nurse and a local dentist visit the reception children each academic year so that the children can learn first-hand how we can be healthy and look after our teeth.

Children are regularly taught how to wash their hands effectively following Government guidance on infection prevention and control (Chapter 2). We ensure that all staff and students have access to liquid soap, warm water and hand dryers and/or paper towels. We ensure that bar soap is not used. All staff and pupils are advised to wash their hands:

- After using the toilet
- Before eating and handling food
- After playtime

- After touching animals

We encourage good respiratory and cough hygiene by teaching the children to cover their nose and mouth during sneezing and coughing to help reduce the spread of infection. Spitting is discouraged.

Healthy Eating

Please refer to the Catering Policy

We teach children about healthy eating and drinking as part of our daily snack and lunch time routines. Children bring their own water bottles to school each day and have access to these throughout the school day. Every child takes their lunch in the Dining Hall. Meals are provided by Chartwells. Chartwells are committed to offering children healthy, nutritious and balanced meals which meet the individual dietary requirements as advised by parents. Chartwells considers likes, dislikes, allergies, intolerances, religious and cultural needs when planning menus. The menu is reviewed by the Head of Pre-Prep regularly with the Catering Team. We provide information to parents on healthy eating and the weekly menu is shared with parents so they can discuss the menu in advance with their child. Most food is freshly prepared, using the best quality ingredients where possible and presented well.

Food Hygiene Qualification

Within the Pre-Prep, all staff who handle food complete a Food Hygiene safety course.

When serving sandwiches during Late Stay staff will:

- Wash their hands following Government Infection Prevention and Control guidance (Chapter 2)
- tie their hair back
- Wipe surfaces with disinfectant
- provide napkins

We will notify Ofsted of any poisoning affecting two or more children cared for on the premises.

Safety and suitability of premises, environment, and equipment/smoking

Please refer to the Access Security Policy

The EYFS classrooms and outdoor areas are purposely designed to meet the needs of our pupils. Our indoor space provides at least 2.3 metres squared per child. _

We provide access to a large outdoor area in our Early Years Garden. The garden provides opportunities for gross motor activities including climbing, swinging, and balancing. A detailed risk assessment has been drawn up and is kept electronically. We make 'reasonable adjustments' to this provision following our legal responsibilities under the Equality Act 2010 and Bishops Stortford College's Equality policy.

All teachers ensure the area is safe each day, and report and remove any unsafe equipment or secure any areas, especially if the weather changes and surfaces become slippery.

In addition to the EYFS garden, we have a Forest School site, which is situated within the secured area of Pre-Prep. There is Forest School Guidance and risk assessments located electronically.

We do not allow smoking in or on the premises.

Fire Exits, Practices and Training

Please refer to the Fire Safety Policy

In each Pre-Prep classrooms, a fire notice is displayed.

Regular fire practice drills take place, and the children are frequently reminded in Assembly and PSHE lessons that there are procedures to follow at school and at home in the event of a fire. Staff frequently remind children which doors they should use and what they are to do if they are in the toilet when the alarm sounds.

Every class has an external door. This has been designated as the normal exit point for children in the classrooms. It avoids several classes trying to use a single door. There will be times when the children will practise an alternative route for health and safety reasons.

The classes line up in front of the netball courts next to the Astro. The Pre-Prep Office hands the registers to each class teacher and then goes to unlock the gates for the emergency services. Staff take the register.

Staff are to follow the Fire Safety Procedures and know who the Fire Marshals are. (Head of Pre-Prep, Mrs McGuinness, Mrs Yates, Mrs Foy and Mrs Belton)

The Pre-Prep Building has fire alarms, smoke detectors, fire walls in the roof space, fire blanket and fire extinguishers. These are checked regularly to ensure that they are in working order. All Staff have regular Fire Training.

Fire Drills

The purpose of a practice drill is to ensure that staff and pupils are familiar with the action they should take in the event of a fire or other emergency. A fire drill is part of the fire routine and will follow the operation of the fire warning system. All staff and pupils will take part.

The fire drill should ensure that Staff and pupils move to the assembly point.

No one re-enters a building until permission is given by:

Fire drill- the Head of Pre-Prep and Fire Practice managers

Actual fire- the Fire Officer in charge

A time of 3 mins to complete evacuation is a reasonable standard. Every opportunity is taken to learn lessons from fire drills and re-enforce with staff training where necessary.

Any situation where the alarm has been activated a Fire Drill form is completed and sent to the Health and Safety Officer.

Safe Place

Please refer to the Lockdown Procedure Policy

All children will go to their classroom safe place (normally seated on the carpet). The teacher will take the register before starting a calm activity such as reading a story, whilst the Teaching

Assistant will ensure the outside classroom door is locked and the interior classroom door is closed and locked, if an intruder is known to be in the building.

If the children are at Forest School, they would stay in the Forest School site and follow instructions from their teacher.

The Head of Pre-Prep will check with teachers that all children and staff are present. If the incident is extreme, such as an armed intruder, staff will use a common-sense approach and use the RUN HIDE TELL government advice.

Depending on the nature of the incident, the following people will be contacted.

The Police (if necessary)

Estates

The Head of Prep School

Head of the College

Bursar

Imogen Cowan – Pastoral Prep School/Jane Pawulska – Pastoral Senior School

Safety around the campus

All College Staff wear a light blue lanyard. All College contractors have a different coloured lanyard. Visitors have a red lanyard and must be escorted by a member of staff. If there are any adults walking around without any lanyard, they need to be questioned whether they need help to get to the right place. If any concerns, tell a grounds person to contact Estates and security.

Crossing the Road to Lunch

Please refer to the specific Risk Assessment

All EYFS children need to use the pedestrian crossing to cross Maze Green Road to get to lunch in the Dining Hall.

Road safety rules are repeated as we walk to and from lunch; an adult is always at the back of the class line. All Pre-Prep children are escorted to and from lunch.

The Class Teachers or Teaching Assistants stand in the middle of the crossing and cross the children when it is safe to do so. The children are also expected to look properly and listen out for oncoming vehicles.

Swimming

EYFS children use the College Swimming Pool once a week. There is a main swimming pool and a learner pool.

Each class is divided into groups according to ability. Each class is escorted from the Pre-Prep to and from the pool by two members of the Pre-Prep Staff, who stay with the children to supervise changing, to be poolside during the lesson as a support to the swimming teachers and to supervise drying and changing back.

There is a strict code of behaviour. Pre-Prep children know that they are never to run in the pool building or in the pool area. Emphasis is put on listening to instructions, only talking when they are asked to do so, doing exactly what is asked of them immediately and respecting other swimmers.

Games/P.E. Lessons

Care is taken to ensure that the children are dressed appropriately, and long hair is tied back, and any jewellery/watches are removed (please be aware of jewellery worn for religious reasons).

Safety rules are instilled into the children. They are expected to listen to and carry out instructions, to use apparatus and equipment correctly and to always behave appropriately.

Heaters and Electrical Equipment

All electrical equipment is checked annually by an expert.

The boiler room is kept always locked.

All electricity boxes are always kept locked.

Sun Safe

Please refer to the Sun Protection Policy

We aim to protect children and staff from skin damage by the effects of ultraviolet radiation from the sun. We provide:

- Protection: providing an environment that enables pupils and staff to stay safe in the sun.
- Education: learning about sun safety to increase knowledge and influence behaviour.
- Partnership: working with parents/carers, governors, our school nurse and the wider community to reinforce awareness about sun safety and promote a healthy school

Protection

- Teachers will discuss sun protection with classes when appropriate.
- Parents/carers are requested to apply a long-acting sunscreen before children come to school each day.
- Children are encouraged to spend time in the shade of the trees in the Summer Term or when the UV rays are 3+.
- Children wear school sun hats when playing outside when UV rays are 3+.

Education

- All pupils are educated about sun safety and our school has achieved the SCKIN sun safety accreditation.
- We talk about sun safety in assemblies and during appropriate times so that sun protection is part of normal everyday life like brushing teeth.
- Parents and Carers receive letters explaining what the school does about sun protection and how they can support us to keep their child safe.
- Teachers are trained during staff meetings about sun safety.

Partnership

- We work in partnership with parents to protect pupils and ensure that the members of our community stay safe in the sun.
- Parents agree to supplying sun hats and are committed to applying sun cream applied before school.

Risk Assessment and Outings

Please refer to the Risk Assessment Policy

Risk assessments are in place for the EYFS, the forest school provision, main playground, the Early Years Garden and the handling of authentic resources and loose parts. All staff have read the relevant risk assessments.

Pupils attend at least one outdoor trip per term. Risk assessments are completed before each trip and a trip leader assigned. All trips are authorised by the Head of Pre-Prep, who is the EVC. The Group Leader or Leaders need to complete the paperwork well in advance of the trip.

For all trips, the Foundation Stage children are with the Pre-Prep Staff as well as other members of the College Staff. The adult /pupil ratio is usually 1:5 (Reception) where all the adults will be DBS (Disclosure and Barring Service) checked (where possible we try to have 1:4 to ensure excellent supervision).

Vehicles in which the children are being transported and the driver of those vehicles are insured.

Learning Support and Special Educational Needs

Please refer to the SEND and Learning Support Policy

The named person overseeing SEND in The Pre-Prep is the Head of Pre-Prep. There are Learning Support Teaching Assistants who share information with the Head of the Pre-Prep, and she works closely with Head of SEND at Bishop's Stortford College. The Foundation Stage staff follow the policy for Special Educational Needs and Learning Support.

Early identification of special educational needs is crucial, and all staff work together, discussing any needs they have noticed during staff and EYFS Sharing meetings. Careful records are made of strengths, problems, areas for development and progress and these are shared with parents, carers and any staff who may work with the child. The Foundation Stage teachers will consider whether a child may have a special educational and work with outside agencies such as speech or physiotherapy as and when required. Discussions are arranged with any external specialists, staff, parents and carers so that all those involved can agree how to support the child. Training is provided for staff with children who have a particular need in

their class. Any Individual Educational Plans are shared and discussed with parents and targets are reviewed regularly in feedback meetings.

Information and Records

Staff maintain records and obtain and share information with parents and carers, other professionals working with the child, the police, social services and Ofsted/ISI as appropriate. These records ensure the safe and efficient management of the Pre-Prep and to help ensure the needs of all children are met. We ensure the regular two-way flow of information with parents and/or carers.

Most records are stored within BSC documents and BSC OneDrive. Confidential information and records about staff and children are held securely in the Pre-Prep office. They are only accessible and available to those who have a right or professional need to see them. Staff must read the Bishop Stortford Data Protection policies which have regard for Data Protection Legislation and where relevant the Freedom of Information Act 2023. Parents and/or carers are given access to all records about their child provided that no relevant exemptions apply to their disclosure under the Data Protection Act. Records relating to individual children are retained for a reasonable period after they have left the school. A three-year retention period is useful as a rule of thumb.

The Pre-Prep records the following information on the school's database:

- Name and address of every parent and/or carer
- Which parent and or carer the child usually lives with
- Emergency contact details for parents and/or carers

Complaints

Please refer to the Complaints Procedure

The College makes its complaints procedures available to all parents of pupils and of prospective pupils on the school website and in each section of the College's Receptions. A summary of the complaints procedures is also available for parents on the door of each EYFS classroom. Parents of EYFS children should follow the three stages of the Complaints Procedure. If parents remain dissatisfied and their complaint is about the school's fulfilment of the EYFS requirements, then parents may take their complaints to ISI (Independent Schools

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Inspectorate) or Ofsted. Parents will be notified by ISI or Ofsted of the outcome of the investigation into their complaint within 28 days of the complaint being received.

Appendix 1

PSHE Jigsaw Programme covers:

Autumn	
Being Me in My World	Celebrating Difference
Understanding feelings	Identifying talents
Being part of a class and a school	Being special
Rights, rewards and responsibilities	Families
Being gentle	Where we live
Rewards and feeling proud	Making friends
Consequences	Standing up for yourself
Valuing contributions	Similarities and differences
Choices	Understanding bullying and knowing how to deal with it
Recognising feelings	Making new friends
Safe and fair learning	Celebrating the differences in everyone
Learning charters	Assumptions and stereotypes about gender
Hopes and fears	Standing up for self and others
	Gender diversity
	Celebrating differences and remaining friends
Spring	
Dreams and Goals	Healthy Me
Challenges	Exercising bodies
Perseverance	Physical activity

Goal setting	Healthy food
Overcoming obstacles	Sleep
Seeking help	Keeping clean
Jobs	Safety
Achieving goals	Keeping myself healthy
Identifying successes and achievements	Healthier lifestyle choices
Learning styles	Being safe
Working well and celebrating achievement with a partner	Medicine safety/safety with household items
Identifying and overcoming obstacles	Road safety
Achieving realistic goals	Linking health and happiness
Learning with others	Motivation
Group co-operation	Relaxation
Contributing to and sharing success	Healthy eating and nutrition
	Healthier snacks and sharing food

Summer

Relationships	Changing Me
Family life	Bodies
Friendships	Respecting my body
Breaking friendships	Growing up
Falling out	Growth and change
Dealing with bullying	Fun and fears
Being a good friend	Celebrations
Belonging to a family	Life cycles – animal and humans
Making friends	Changes in me
Physical contact preferences	Changes since being a baby

People who help us	Differences between female and male bodies (correct terminology)
Qualities as a friend and person	Linking growing and learning
Self-acknowledgement	Coping with change
Being a good friend to myself	Transition
Celebrating special relationships	Life cycles in nature
Different types of family	Growing from young to old
Physical contact boundaries	Assertiveness
Friendship and conflict	Preparing for transition
Secrets	
Trust and appreciation	
Expressing appreciation for special relationships	