

Durston House

EYFS Policy

Aims of the Policy

- to ensure that our youngest pupils receive a broad, high-quality education
- to ensure that our EYFS pupils are fully prepared for the challenges of the Year 1 curriculum
- to ensure that the pupils in the EYFS are happy, healthy and safe

Objectives of the Policy

To provide parents and teachers with a clear understanding of:

- the principles on which the curriculum is based
- the educational aims of the curriculum
- the content of the curriculum
- the means of assessment
- the provision for pupils with SEND and EAL
- the arrangements for the supervision of pupils throughout the school day

To complement all relevant school policies and procedures including the Pastoral Care and Safeguarding Policies

Introduction

The majority of pupils join Durston House Pre-Prep during the Early Years Foundation Stage (EYFS), in Pre-School (age 3+) or Reception (age 4). Currently, approximately half of pupils in Reception come from the Durston House Pre-School. All pupils at Durston House have equal access to a full-time, supervised education. In the EYFS, the pupils have an optional Wednesday afternoon when they can be picked up at 12.30 p.m. If they wish to stay, they are collected at the usual time of 3.15 p.m.

The school aims to give each pupil a balanced education that enables them to attain excellence in academic, creative and physical pursuits, whilst guiding their social, moral and spiritual development. This is achieved in a disciplined environment within which security and happiness are paramount. A positive partnership between school and home aids the pupil's well-being. The Reception year is seen as a transition from Nursery or Pre-School and the home environment to more formal schooling; parental involvement is welcomed and encouraged.

Principles of the EYFS Curriculum

At Durston House, we believe that:

- every child is a unique child who is constantly learning
- children develop well and learn to be resilient, capable, confident and self-assured in an enabling environment

- all pupils benefit from a broad, stimulating and challenging curriculum that encourages exploration and discovery through purposeful play and teacher-led lessons.
- the curriculum should be designed to develop the whole child and recognise that children develop and learn at different rates
- all pupils in a year group should have equal access to the curriculum.
- all pupils, including those with SEND (special educational needs or disabilities) or EAL (English as an additional language) will have the opportunity to learn and make progress.

The Nature of the Curriculum Offered

The curriculum is designed to be broad and challenging and to allow each pupil to reach their potential. Teachers and Assistants remain with their key children for the majority of lessons but specialist teachers take the pupils for Music and Games each week with the assistance of EYFS staff.

Much of the planning and teaching is cross-curricular with many subjects overlapping one another. Timetables do indicate where the main focus of the lesson will be, but it is recognised that flexibility is required when teaching very young pupils. Lessons are taught in English, Mathematics, PSHME, Topic (encompassing Geography, History and Science), Computer Science, Art, Music and P.E.

English

The ‘Anima Phonics’ scheme is used to teach Reading, Writing, Spelling and Comprehension. Pupils use a combination of interactive software, table-top games and worksheets. From the start, teachers emphasise the importance of forming letters and holding the pencil correctly.

In Early Years, in line with the EYFS framework, early literacy and communication are supported by developing children’s listening, attention, and language through rich storytelling, songs, and daily conversations. Environmental and initial sounds are introduced using story maps and oral storytelling to build phonological awareness. The *Anima Phonics: Early Worms* programme is used in Pre-School to introduce letter sounds in a playful, age-appropriate way. Some children will be able to read simple CVC words by the end of the Pre-School year. Fine motor and mark-making activities are woven throughout, alongside gross motor development, to support early writing skills — most children will be able to recognise and write their name by the end of the year, ready for Reception.

Anima Phonics continues into the Reception year, ensuring that all pupils are secure in using the phonics sounds taught. Later in the Reception year, once all of the letter sounds have been introduced and are secure, pupils begin to take reading books home. Initially these are from a variety of reading schemes, but towards the end of the year the Oxford Reading Tree is mainly used.

Throughout the Reception year there are many opportunities for learning about English through play, including speaking and listening activities which help build vocabulary and confidence. Role-play activities and Small World equipment, along with other toys and games, encourage ‘pretend’ play. Staff and pupils read stories regularly and create class stories and books. House Competitions, the Literary Festival, Class Assemblies, the Harvest Festival and the Christmas Production offer multiple opportunities over the course of the EYFS for pupils to perform in front of an audience and to learn songs and poems off by heart.

Mathematics

Initial learning in Mathematics uses a mastery approach, focussing on practical experience, both through play and adult-initiated activities. Pupils have the opportunity to explore number, shape and pattern, and measure and position, using a variety of resources. Power Maths equipment and software are used to introduce many concepts. In Pre-School, mathematical development is supported through engaging, hands-on opportunities that are embedded into daily routines and continuous provision. In line with the EYFS framework, the focus is on building a deep understanding of number, developing mathematical language, and nurturing a love of problem-solving. Maths resources are available throughout our indoor and outdoor environments, encouraging exploration through play. Activities are linked to current topics and children's interests, supporting independence while allowing them to revisit and extend their learning in meaningful ways. In the Reception Year, similar activities continue, and pupils also learn to form their numbers correctly early in the year, and are introduced to formal recording, particularly of addition and subtraction, before moving to Year 1. Numicon and Teejay Maths are also used in Reception to support learning.

Computer Science

Pupils use the Interactive Whiteboard throughout the year and participate in activities and games. In Pre-School, children have access throughout the day to age-appropriate games and digital activities linked to all seven areas of learning, supporting and extending their development in a playful and engaging way. We use BusyThings to complement their learning across areas such as phonics, maths, expressive arts, and understanding the world. In Reception, pupils are taught how to use the programme Purple Mash on the school iPads, allowing them to access a huge variety of safe resources and activities. Pupils learn to manipulate the screen and open and close a variety of programmes. Throughout the EYFS pupils use Modelling and Simulation games and Paint programmes to make their own artistic creations and learn about the multitude of features available to them. They are also introduced to coding and programming skills using BeeBots.

Art

A large variety of creative art materials are available for pupils to use throughout the year. Work is celebrated in class and in assemblies, and exceptional pieces are displayed in the Pre-Prep art gallery. Pupils create both 2D and 3D pieces and they are given opportunities to show their work to the class. In Pre-School, we encourage creativity and self-expression through self-accessible art stations, available both indoors and outdoors as part of our daily provision. Children are free to explore materials and ideas independently, supporting their creative development. There are focused art activities every week in both Pre-School and Reception, as well as opportunities to use art materials during free play.

Music

Pupils attend two half-hour Music lessons with a specialist Music teacher every week. They have the opportunity to explore and learn about a range of instruments and musical techniques and learn a variety of different songs. In the Autumn Term, pupils in Reception learn songs for the Harvest Festival and the Christmas Production. Pre-School Pupils also perform their own Christmas Production for parents. The pupils get used to performing on stage in front of an audience. From Year 1, the pupils can have individual tuition in Violin, Piano, Guitar, Cello, Clarinet or Recorder. Parents of children interested in exploring this option should contact the Pre-Prep secretary during the summer term of Reception for further details.

Music and Movement

It is recognised that the youngest pupils benefit from regular movement breaks, and children in the EYFS participate in a variety of songs and movement activities including ‘Cosmic Kids’ yoga, ‘Koo Koo Kangaroo’ dance songs, the participative ‘Sticky Kids’ programme, along with a variety of other songs and activities to create their own dances and movement.

In Pre-School, music and movement are incorporated into our learning, using counting and topic-related songs to support understanding across all areas of the EYFS. We sing songs and rhymes daily, and use instruments, streamers, and props to explore rhythm, movement, and creative expression both indoors and outdoors.

Physical Education and Development

Pupils in Reception have one outdoor Games lesson every week with a specialist teacher, while Pre-School have weekly PE lessons. During these they learn many skills which will support their future development in Games and PE, and they have the opportunity to develop their co-ordination, balance, listening skills and self-control as well as learn how to work as part of a team. Pupils also have opportunities for free play outdoors, both in the school garden, in Harvington Playground and at Castlebar Field. During playtime, they can use bikes, climbing equipment, or play ball games.

In Pre-School, Physical Development is supported through continuous provision and adult-led activities. Children develop fine and gross motor skills, coordination, and balance with access to resources like bikes, space hoppers, and climbing frames, encouraging safe physical challenges in a stimulating environment. Similar activities are undertaken in Reception, as part of free play or during specific lessons.

Topic

Planning for Humanities, and Knowledge and Understanding of the World is cross-curricular and covers a different topic area each half term. Topic learning is introduced to Pre-School pupils through engaging books that link to a new theme each week. This supports the Understanding the World area of the EYFS by helping children explore people, places, nature, and their environment through stories, discussions, and hands-on activities. Pupils throughout the EYFS have the opportunity to share and discuss their prior knowledge of each topic, and to use the internet (with supervision) and books, as well as class activities, to learn more. Topic lessons are interactive and creative, often leading to displays and artwork being produced. There are two topic-related outings in the Spring and Summer Terms of Reception, and one in the Summer Term in Pre-School, which are evaluated by staff each year and adapted as appropriate. Pupils also have opportunities throughout the year to attend various workshops, and, as part of our Animals and Minibeasts topics, to watch ducklings and butterflies hatch in school. Much of our topic work takes place outdoors, where pupils can explore the woods and the gardens, and use natural resources to enhance their play.

Personal, Social, Health, Moral and Economic Education

In EYFS, Personal, Social, and Emotional Development is embedded throughout the day in routines, circle time, and topic-based learning. Stories and social stories help children recognise and manage their emotions, develop empathy and form positive relationships. In Pre-School the Zones of Regulation are also used to support the pupils emotional development. Pupils learn to work together, take turns and play co-operatively. They are made aware of the

expectations set and the rules and boundaries that are in place. Pupils learn to behave in a way that keeps them and those around them safe. They are taught to be kind and to respect others and their environment. For Reception pupils, regular Vertical Group meetings allow the pupils to get to know others from year groups throughout the school.

Pupils are taught about right and wrong and learn the 'Durston Code'. During Anti-Bullying Week and beyond, they are encouraged to think about the importance of being a good friend. Time is spent deepening pupils' understanding of the acceptance and respect which underpin our British Values. Pupils learn to use social skills in different contexts and are taught strategies to help with conflict resolution. There are many opportunities for team building.

Pupils are encouraged to be confident, and to be proud of their achievements. Reception pupils earn Plus Points for good work or exceptional behaviour. These contribute to the whole-school House Shield. Pupils receive Bronze, Silver and Gold certificates when they have earned 60, 120 or 180 Plus Points. Pupils also have the opportunity to earn 'star awards' for different achievements.

Independence is expected in work, play, and in managing personal needs and behaviour. Pupils starting at Durston House must be fully toilet-trained and parents are encouraged to teach their children to dress and feed themselves. Instruction in personal hygiene is given throughout the day and its importance is emphasised.

Healthy eating is actively encouraged, and pupils are taught about good table manners and the need to wash their hands before eating. Pupils have the opportunity to try a variety of healthy foods throughout the year in topic work and to discuss why having a varied diet is important. In PE and in Music and Movement, pupils have many opportunities to experience a variety of sports and other physical activities and to talk about why physical exercise is important for good health. Pupils are taught about the importance of practising good oral health, and this is promoted through various play and adult led activities, and during PSHME lessons in Reception.

Spiritual and Cultural Development

Pupils are encouraged to use their imagination and be creative in all areas of the curriculum but especially in Music, Music and Movement, and Art. They are afforded numerous occasions to enjoy being outside, owing to the extensive outdoor areas. Their sense of awe and wonder is encouraged as they have first-hand experience of watching ducklings hatch and butterflies develop in the classrooms.

In EYFS, children are encouraged to work together, value one another, and celebrate all aspects of diversity. In Pre-School, different cultures, backgrounds, and traditions are explored through stories, celebrations, and our 'Cultural Bag', which families contribute to with meaningful items. These activities help children understand what makes us unique.

Reception pupils learn about the community in which they live; through assemblies, visiting speakers and lessons focusing on religious festivals. They are encouraged to work together and are taught to respect and celebrate diversity.

Enrichment

Reception pupils have two lessons each week with the Head of Pre-Prep. The Enrichment activities vary across the year, and may include story time, arts and crafts, music and movement and speaking and listening activities.

Assessment

An assessment framework is in place to assess pupils' work regularly and thoroughly and the information from the assessment is used to plan teaching.

Formative assessment is ongoing throughout the EYFS stage. Staff who work directly with the pupils observe them at play and in more formal learning situations, and record achievements, referring to the Early Learning Goals where appropriate.

In Pre-School, *ArcPathway* is used to assess and track children's progress across all areas of the EYFS. This platform also supports strong parent partnerships by allowing families to share home learning and WOW moments, which are celebrated in class. Each child has a Learning Journal, a scrapbook of their creative work, and a mark-making book to support fine motor development. Progress is continuously monitored and shared with families, with one formal parents' evening at the end of the academic year, though meetings can be arranged at any time.

In Reception, progress is tracked continuously throughout the year using online platforms. and is shared during Parents evenings in the Autumn and Spring Term and via written reports in the Autumn and Summer Term, as well as during various incidental meetings throughout the year.

Towards the end of the Reception year pupils may complete spelling tests of the tricky words they have been learning to ensure these are secure.

In the first half term of Reception, pupils are assessed informally, again by observation, as well as with the Cambridge Insight BASE assessment. Any pupils who are not achieving within this 'baseline' are monitored using EYFS outcomes for children 3-4 years. As pupils progress through the year, those who reach the Early Learning Goals early will continue to work within the same areas, extending their knowledge and skills as appropriate.

In the first half term and in the final half term, the Head of EYFS (Reception) will record pupils' achievement in relation to the Cambridge Insight BASE assessments and the Early Learning Goals. At the end of the academic year, records will be passed, along with profiles showing individual progress throughout the Reception year, to the Year 1 teachers. Reception teachers meet with the Year 1 teachers towards the end of the academic year to discuss each pupil and their individual learning needs.

Provision for Pupils with SEND

The school has regard to the SEND Code 2014 and teachers are aware that when planning and teaching they must be mindful of the four areas of need: communication and interaction, cognition and learning, social emotional and mental health and sensory and/or physical needs. There is a clear approach to identifying and responding to SEND and there is continual monitoring and review of pupils who have been identified as needing support.

Where a pupil is not reaching the expected developmental milestones, a cycle of action: assess/plan/do/review is initiated. Where necessary, external help from specialists is sought, including requesting EHC assessments. Parents are informed if their child is receiving SEND support.

EAL Pupils

Pupils for whom English is not their first language (EAL) are supported by the Teachers and the Teaching Assistants in the first instance, to enhance their command of the English language. Continued monitoring of EAL pupils takes place, and those who have not reached the expected level of English by the end of the Reception year will be referred to the Learning Support Teacher, who coordinates EAL provision. In the Early Years, children with English as an Additional Language (EAL) are supported through rich language experiences embedded in daily routines, songs, stories, and visual aids such as flashcards. Staff model clear, simple language and support vocabulary development through play and small group interactions. We work closely with parents to ensure consistency between home and school.

Parents as Partners

At Durston House we recognise that children benefit from a strong partnership between parents and staff. EYFS staff acknowledge that parents have a sound knowledge of their child's achievements, progress and ability as they have been their first educators. They understand their likes, dislikes and fears and often know how to get the best out of them. Staff work in tandem with parents, ensuring that the opportunities provided are the best for each individual child and, where appropriate, use information from home to help inform planning and assessment for individuals, groups and classes.

Communication

Parents are encouraged to make an appointment to talk to their child's teacher, or the Head of EYFS (Pre-School or Reception) or to chat informally with staff at the end of the day if they have any concerns about their child. There is also a daily Message Book which is used for informal communication between school and home. Teachers will always let parents know if there is a concern about their child and will ask parents to come into school for an appointment when necessary. Parents will be contacted if their child is unhappy for any length of time during the day, or if there has been a particular issue with behaviour.

In Pre-School, strong home-school partnerships are built through regular communication. Parents are invited to a 'Meet the Teacher' event at the start of the year and take part in half-termly 'Stay and Learn' sessions—such as Mother's Day, Father's Day, Valentine's Day, and more—to engage in their child's learning.

During the Reception Year, parents are invited to a Curriculum Event in the Autumn Term. Parents spend an hour in the Reception classrooms learning about the curriculum. There is a special focus on English and Mathematics. They will also have formal Parents Evenings in the Autumn and Spring Term and have opportunities to view displays in their child's classroom.

Pre-School newsletters are uploaded every Friday afternoon and include updates on the week's learning, photos, and ideas for reinforcing learning at home. Reception have a weekly Blog on the VLE where parents can view pictures of children participating in a variety of activities throughout the previous week, and see information and comments from the EYFS teachers.

Parents can read essential policies on the school's website. Updates about the curriculum can be found on the VLE or in Pre-Prep/Pre-School Emails. Daily messages may be written on the chalk board at the entrance to the building.

The school database records information about the child including medical needs, parental and emergency contact details and other relevant home information.

The Facilities

Pre-School is based in the Harvington Building, with our main classroom located downstairs. We also have an additional upstairs classroom, known as the Rainbow Room, which is used for a variety of activities, including differentiated learning. The three Reception classrooms are on the ground floor of the Middleton's building. All classes use the Pre-Prep Library at least once a week. There is a garden at the front of the building which is timetabled for use by EYFS pupils throughout the week. Playtimes also take place in the Pre-Prep playground using more physically challenging equipment such as trundle trolleys, tri-seaters and double bikes to encourage co-operation and discussion, enhancing team building.

Assemblies and House Meetings take place in various rooms, in Harvington Hall, or in Haven Green Church Hall. Games Lessons and Field Lessons take place at the Castlebar Field where there is a Pavilion that is used for lessons, activities and workshops. PE lessons for Pre-School take place in the Pre-Prep Playground or Harvington Hall.

Pupils visit the Music room in the Harvington building for specialist music lessons twice a week.

The Welfare Room on the ground floor of Middleton's has First Aid provisions, a sink, and a bed with pillows and a duvet for very sick children. Pupils who are unwell and waiting for parents to collect them will wait in the Welfare Room, supervised by a qualified First Aider.

Risk Assessments for each facility are reviewed annually.

Areas of the school such as the boiler houses, the science labs, cleaning cupboards and any other areas containing chemicals or substances hazardous to health are considered risky areas. EYFS Pupils are not allowed in these areas. They are all recorded in the EYFS Indoor Areas (Risky Areas) Risk Assessment along with details of how they are kept secure to prevent access by pupils.

Cameras, Mobile Phones and other electronic devices with imaging and sharing capabilities

Teachers are only permitted to use school devices to take photographs of pupils. Each member of EYFS staff has a device with a camera and it is their responsibility to ensure that it is stored securely. Photographs that are taken on school devices are downloaded on to the school's secure server and are deleted from the devices on a regular basis.

Teachers may use their personal mobile phone or other electronic device only when they are not on duty or teaching.

There is a school phone in the pavilion at the Playing fields for use by staff in emergencies and the Head of Early Years carries a school mobile. The Lead Teacher on a school outing takes the Outing Phone.

First Aid and Administration of Medicines

All first aid and medicine is administered following the procedures in the **First Aid Policy**, which also applies to pupils in the EYFS. All EYFS staff are first aid trained and at least one with First Aid Training (Paediatric) will always be on duty during the day, when the children are eating and in Breakfast Club and After School Club. Some Teaching Assistants and office staff are trained in the Administration of Medicines.

Intimate Care

Children are expected to be toilet trained and able to clean themselves independently before starting school or Pre-School. Unless there is a diagnosed medical condition that has prevented the pupil from being toilet trained, and which has been discussed in advance, staff will not physically wipe or touch children in their intimate areas. Staff will guide, oversee and supervise Pre-School children when cleaning themselves by verbally instructing children step by step. The responsibility for teaching children wiping and self-cleaning skills remains with parents and the school will support and advise on this if requested. If a child has an accident and wets or soils themselves at school then a staff member will clean and change them, or help them to do so themselves if appropriate. This will then require an *Intimate Care Incident* form to be logged and signed off by a parent. If a pupil has recurring accidents, the Head of EYFS (Pre-School or Reception) may request that the pupil is medically examined and an appropriate action plan will be put in place, agreed by parents and staff.

Supervision of Pupils

The School Day

The pupils are admitted from 8.10 a.m. - 8.25 a.m. and are registered at 8.30 a.m. Formal lessons in Reception begin at 8.30 a.m. Dismissal is at 3.15 p.m., apart from on Wednesdays, when pupils can be dismissed after lunch at 12.30. Free after school care is available up to 3.15 p.m. for any pupils who would like to stay. This is supervised by the Reception Teaching Assistants and the Pre-School staff, all of whom have at least NVQ Level 3. There may be occasions during the year when this afternoon provision will not be available. Parents will be informed of these dates in advance. In the first week of the Autumn Term, pupils in Reception will attend school for half a day only. School will end for them on these days at 11.45 a.m or after lunch at 12.30 p.m. In Pre-School, the first week follows a staggered start to ensure all children feel happy and secure as they settle in. Attendance hours for this period are communicated in advance by the Manager of Pre-School. These may be adjusted based on individual children's needs, as their wellbeing remains our top priority.

Pre-School are dismissed Between 3:10-3:25 from the front door of No24. Reception pupils are dismissed at 3.15 p.m. at the Pre-Prep gate on Blakesley Avenue by Reception staff. Pupils are supervised, according to the school's Duties Rota and Duties Procedures, at exit areas. No pupil is left unsupervised while they are waiting to be picked up. Pupils are released from the school property once parents have arrived to collect them. Sometimes a third party collects pupils who are not their child, but this is with the express wish of the pupil's parents and after the adult collecting has made him/herself known to the staff member on duty. Normally, if this occurs, a parent has informed the respective school office about it in advance. If a pupil has not been collected by 3.30p.m. their parent is called by the school office and they are taken to After-School Care, from where they should be collected, at the gate/door of No.20 Castlebar Road.

Breakfast Club

Pupils can attend Breakfast Club from 7.30 a.m. - 8.10 a.m. if they have been registered to do so. Pupils should arrive between 7.30 a.m. and 7.45 a.m. if attending Breakfast Club. Breakfast Club pupils are supervised by staff in the Dining Room. The ratio for Reception Breakfast Club is 1:8, with at least one of the Assistants having a Level 3 qualification. A member of SMT is available to assist with Breakfast Club if a need arises.

During the School Day

Reception pupils have a fully qualified class teacher who is their Key Worker, and a full-time Teaching Assistant in their class.

In Pre-School, each member of staff is qualified and is a Key Worker for a specific group of children. These groups are swapped around every half term to ensure all pupils and parents get to know each member of staff and vice versa.

The Key Worker ensures that each pupil is happy and well-cared for in school and that they make progress in all areas of the curriculum.

Throughout the day there is always a qualified First Aider (Paediatric) present and all EYFS Teaching Assistants have at least NVQ Level 3.

For the majority of the day, there is an adult to pupil ratio of at least 1:8. Lunchtime play in Reception is supervised by Teaching Assistants and there is a ratio of at least 1:17. Teaching staff are in close proximity at all times in case of need. The school employs Dining Room and Playtime Assistants who supervise EYFS at lunchtime alongside EYFS staff. The staffing ratio at lunchtime is at least 1:17 (including at least 4 teachers) and 1:8 for the majority of the lunch session. All pupils are within sight and hearing of staff while eating. Other teachers are in close proximity during lunchtime. Assessments are carried out each year to assess the level of staffing required. At each mealtime and snack time, a list of those who are responsible for checking that the food being provided meets all requirements for each child, is displayed in the Dining Room and EYFS classrooms.

After School

There is After School Care until 6.00 p.m. This is managed by the After School Care Supervisor aided by three After School Care Assistants. There is never more than a 1:8 ratio for pupils in Early Years. All members of staff hold up to date First Aid Qualifications (Paediatric) and at least one has NVQ level 3. A member of SMT (Senior Management Team) is on call for the duration of the provision and it is his/her responsibility to ensure that any pupils left after 6.00 p.m. are supervised. At 6.00 p.m., if all attempts to contact parents have been unsuccessful, the SMT Duty person will attempt to contact the Emergency Contacts listed on the database for that pupil. In the event that a pupil remains uncollected by 6.30 p.m. the Designated Safeguarding Lead (or in their absence the Deputy Designated Safeguarding Lead) will be informed. If repeated attempts to contact parents and Emergency Contacts continue to be unsuccessful, the Designated Safeguarding Lead will decide on the appropriate action.

Staff

All staff are provided with opportunities for training and professional development. All new staff take part in a rigorous induction programme where they are informed about all aspects of school life, including Safeguarding.

Teaching Assistants and new staff are given extra support in the form of regular informal meetings with the Heads of Early Years. This is monitored by the Head of Pre-Prep.

The Head of Pre-Prep deputises in the absence of either Head of EYFS and is responsible for all aspects of behaviour management. The Head of EYFS (Pre-School)/Assistant Head (Pastoral) is the DDSL (Deputy Designated Safeguarding Lead) for EYFS and the Head of Pre-Prep is also a DDSL. The Deputy Head of the school is the DSL. All staff have regular training in Safeguarding.

The current Reception Class Teachers are:

RS Class Teacher and Head of EYFS (Reception) Mrs Alex Stiglingh MA (Edinburgh)
PGCE First Aid (Paediatric)

RE Class Teacher Miss Natalie Emmanuel, BA (Hons) PGCE (University of Reading) First Aid (Paediatric)

RH Class Teacher Mrs Holly Sharp BA (Hons) (Oxford Brookes University) PGCE First Aid (Paediatric)

The current Reception Teaching Assistants are:

Miss Michelle Reid OCR Level 3 Supporting Teaching and Learning in Schools
First Aid (Paediatric)

Miss Claire Dawson Level 3 Cache NVQ First Aid (Paediatric)

Miss Anila Singh BA(Hons) (Surrey) PGCE QTS First Aid (Paediatric)

The current Pre-School Teachers are:

Mrs Amy Cannon (Head of EYFS/Assistant Head (Pastoral) and DDSL) B.A Hons Theatre and Performance, PGCE with specialism in the EYFS First Aid (Paediatric)

Miss Airida Derliunaite (Pre-School Manager) Level 6 Early Years Teaching, First Aid (Paediatric)

Mrs Katya Figura Diploma in Special Educational Needs, MA in Early Years Education, B.A. Child Care Education, First Aid (Paediatric) BA Hons (QTS)

The current Pre-School Teaching Assistants are:

Mrs Rima Namakerdi Level 3 NVQ Child Care, First Aid (Paediatric)

Mrs Fruzsina Bezdany Level 3 BTEC Diploma First Aid (Paediatric)

Mrs Renata Kowalska-Klich Level 3 Child Care, First Aid (Paediatric)

The following are whole school policies which apply to all pupils at Durston House, including those in EYFS.

- Child Protection and Safeguarding Policy
- E-Safety Policy
- Behaviour Policy
- SEND Policy
- EAL Policy
- Missing Pupil Policy
- Before School and After School Supervision Policy
- Complaints Policy
- Anti-Bullying Policy

Evaluation of this Policy

This policy will be evaluated annually by the school, amended where necessary and approved by SMT.

<i>Created</i>	<i>9 September 2023</i>	<i>DF/AS/AC</i>	
<i>Approved</i>	<i>26 September 2023</i>	<i>SMT</i>	<i>Version 1</i>
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