



# Schools for Every Child

## EYFS Policy and Risk Assessment



Our school works in accordance with the PREVENT Duty and approaches this issue in the same way as any other child protection matter. Any concerns that one of our pupils is at risk in this respect, will be referred to Children's Social Care in line with the SET procedures.

Wyburns Primary School is a Rights Respecting School. Our policies are underpinned by the UNCRC.

*Article 29( goals of education)*

- *Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

Date Policy Created	Spring 19
Reviewed:	Aut 21/Aut 23

### Equality and Inclusion

At Wyburns Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers; irrespective of age, race, gender, disability, faith or religion, attainment or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. The achievement of all pupils is monitored and we use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which promotes British values; championing respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. As an educationally inclusive school the teaching and learning, achievements, attitudes and well-being of every young person matters.

### Our Mission Statement for Equality:

As a school,

- We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender(including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
- We welcome our duty to promote community cohesion.
- We recognise these duties reflect international human rights as expressed in the UN Convention- The Rights of the Child.

Our Aims:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

How do we do this?

We want children to be engaged in the learning process and for their learning to be relevant and purposeful. Therefore, we believe that children learn best by doing. We believe that play, both indoors and outdoors, is an ideal vehicle for young children's learning. Play helps children to explore, investigate and make sense of the world around them. Play allows children to be challenged in their thinking and helps them to practice and rehearse skills and to be motivated in their learning. Children are inquisitive and curious and we wish to build upon this in a positive and enjoyable manner.

## Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

## Planning

We plan on both a weekly and daily basis, allowing us to follow the children's needs and curiosities. Each week specific goals are set for each of the 7 areas of learning and activities are planned to support these goals. We have daily plans for continuous provision to ensure each area of learning is supported to enable children to learn, practise, transfer and develop skills. In addition to this we plan a number of weekly focused, teacher led activities which span the 7 areas of learning and include a weekly Maths and English focused task. All children will work with the teachers/staff during the week to complete these tasks.

## Assessment

Children entering school are observed during their first weeks, to provide baseline information. Monitoring of each child will take place through daily observations, discussions, photographs and record keeping and planned assessment. The Early Years Foundation Stage Profile is updated at the end of each half term. At the end of the year the E.Y.F.S. profile results are sent to the L.A. (Essex County Council) An end of year report summarising the achievements from the Early Years Foundation Stage Profile is sent to parents.

The profile data is discussed with the Year 1 teacher so that she/he can continue to help the children to achieve the early learning goals if they have not done so before they can access the K.S.1 curriculum.

## Assessment through Observation

Children give indications of their learning all of the time through what they say, what they do, how they approach activities etc. It is primarily by observing children that judgements are made to inform records and planning. Assessments take place on a daily basis and are recorded by annotating work, writing post-its and taking photographs. Children's phonic skills are assessed during the daily phonics sessions as well as observing how they apply this during play and focused tasks with the teachers. Daily small group Circle Times and Maths sessions enable assessments of a variety of skills, which are recorded on group assessment sheets or in a group book. Group assessment sheets are filed in the assessment folder under the appropriate area of learning. Individual assessments on post-it notes are dated and stuck into each child's Learning Journal. Photographs taken are uploaded to Tapestry, the online Learning Journal, and annotated. The appropriate 'Early Years Outcomes' statement is selected to accompany the photograph and there is also the opportunity to highlight which 'Characteristics of Effective Learning' the photograph demonstrates.

### Transition

Changing from a pre-school setting or within school, moving year groups, can be daunting for both parents and children. We aim to make this transition as easy and comfortable as possible for all involved. The foundation team work closely with professionals within school and other settings ensuring the children have visits so they become comfortable within their new environment. We have regular dialogue with parents and professionals to ensure we gain a full overview of the child and their needs.

### Partnership with Parents/Carers

We greatly value the contribution and knowledge which parents and carers bring. In order to draw on this as effectively as possible we try to include parents/carers as much as possible. Formal meetings which are offered to parents/carers include:

- A summer visit for the child and parents/carers to visit their school and meet their teachers – July.
- A second summer visit, where children spend time in the classroom while parents/carers are provided with helpful information about the school routines. During this session, parents/carers may also sample the school dinners and look at and order school uniform.
- Home visits take place in September for every new pupil.
- Autumn term: parents/carers partnership meetings to discuss settling and any initial language or behavioural needs – October.
- A reading meeting to inform parents/carers how phonics and reading is taught and how they can support at home – October.
- Spring term: parents/carers consultation to discuss progress, Foundation Stage Profile achievements and settling into year one as appropriate – February/March.
- Summer term: parents/carers receive school report, reporting targets already being met and next steps on the Early Years Foundation Stage Profile (EYFSP) – July.

Links with parents/carers are also supported by Home Learning Journals – these include weekly updates on the things the children have been doing at school and how the parents/carers can support their children at home. Phonics books also go home, detailing the letters and sounds the children have been learning. Parents/Carers are also given an open invitation to come in to class after school every Tuesday and Thursday to look at their child's Learning Journal and add comments. Children are given 'Wow!' cards to take home for parents/carers to record any 'Wow!' moments the children have at home. These are then shared with the class and celebrated. An online facility, called Tapestry, enables Parents/Carers

to communicate daily; with an opportunity to see photographs and comments about their child's learning. Families share their email addresses and individual secure passwords are provided. The class webpage is also updated weekly to include information on current learning and upcoming events.

#### Admission Policy

All children are admitted in September as full time, unless there are any circumstances/reasons why this is not the right thing for the child. In this instance a discussion will take place and a decision made on the right course of action for the child.

#### Equal Opportunities

In line with the school's Equal Opportunities policy, no child in the foundation stage class will be discriminated against or disadvantaged because of their ethnicity, culture, religion, home language, family background, special educational needs, disability, gender or ability.

Risk Assessment Title	Outdoor and indoor spaces, furniture, equipment toys to comply with sections of EYFS
Date of Risk Assessment	Sept 23
Risk Assessment Completed by	SLT
Assessment Review Date: (Annually or sooner if required)	Annually

## Wyburns Primary School EYFS - Suitable Premises, Environment and Equipment Risk Assessment

- a *hazard* is anything that may cause harm, such as chemicals, electricity, working from ladders, an open drawer etc;
- the *risk* is the chance, high or low, that somebody could be harmed by these and other hazards, together with an indication of how serious the harm could be.

### Extract from the Statutory Framework for the Early Years Foundation Stage

It is essential that children are provided with safe and secure environments in which to interact and explore rich and diverse learning and development opportunities. Providers need to ensure that, as well as conducting formal risk assessment, they constantly reappraise both the environments and activities to which children are being exposed and make necessary adjustments to secure their safety at all times. Suitable premises, environment and equipment - Outdoor and indoor spaces, furniture, equipment and toys, must be safe and suitable for their purpose.

- 'Schools will not be required to have separate policies for the EYFS provided that the requirements are met through their policies which cover children of a statutory age.'

Outings - Children must be kept safe whilst on outings.

- For each specific outing, providers must carry out a full risk assessment, which includes an assessment of required adult: child ratios.
- This assessment must take account of the nature of the outing, and consider whether it is appropriate to exceed the normal ratio requirements (as set out in this document), in accordance with providers' procedures for supervision of children on outings.

### *Statutory guidance to which providers should have regard*

- Providers should obtain written parental permission for children to take part in outings.
- Providers should take essential records and equipment on outings, for example, contact telephone numbers for the parents of children on the outing, first aid kit, and a mobile phone.
- Records should be kept about vehicles in which children are transported, including insurance details and a list of named drivers.
- Drivers using their own transport should have adequate insurance cover.

### Medicines

- Providers must implement an effective policy on administering medicines.
- The policy must include effective management systems to support individual children with medical needs.
- Providers must keep written records of all prescribed medicines administered to children, and inform parents.
- Providers must obtain prior written permission for each and every medicine from parents before any medication is given.

### *Specific legal requirements - Risk assessment*

- The provider must conduct a risk assessment and review it regularly – at least once a year or more frequently where the need arises.
- The risk assessment must identify aspects of the environment that need to be checked on a regular basis: providers must maintain a record of these particular aspects and when and by whom they have been checked.
- Providers must determine the regularity of these checks according to their assessment of the significance of individual risks.
- The provider must take all reasonable steps to ensure that hazards to children – both indoors and outdoors – are kept to a minimum.
- The risk assessment should cover anything with which a child may come into contact.
- The premises and equipment should be clean, and providers should be aware of the requirements of health and safety legislation (including hygiene requirements).
- This should include informing and keeping Adults up-to-date.
- A health and safety policy should be in place which includes procedures for identifying, reporting and dealing with accidents, hazards and faulty equipment.

Indoor Area (General)				
Significant Hazards and Associated Risks Those hazards which may result in serious harm or affect several people	Those who might be harmed Persons at risk from the significant hazards identified	Control Measures(CM's): Controls, including relevant sources of guidance (e.g. Generic Risk Assessment, OEAP National Guidance, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)	Additional CM's required? If existing CM's cannot be met or circumstances have changed	Residual Risk Rating (H / M / L)
<i>Insecure entrance door</i>	<i>Children + Adults Personal safety</i>	<i>Door kept shut/secure at all times and checked regularly</i>	<i>Problems with locks/security to be reported to site manager</i>	<i>L</i>
<i>Injury from electric sockets</i>	<i>Children + Adults Electrical shock</i>	<i>Fitting socket covers</i>	<i>Regular checks to ensure covers are in place</i>	<i>L</i>
<i>Trapping hazard from doors</i>	<i>Children + Adults Physical injury</i>	<i>Adults to open and shut outside doors, finger guards in place where required</i>	<i>Children to be told not to open and shut main doors with access to outside</i>	<i>L</i>
<i>Inadequate fire signage</i>	<i>Children + Adults Personal safety</i>	<i>Ensuring adequate signage and regular evacuation practices</i>	<i>Continue with evacuation practices and inform site manager if signage unclear/damage/needed replacing</i>	<i>L</i>
<i>Tripping / slipping due to poor flooring</i>	<i>Children + Adults Physical injury</i>	<i>Daily checks of flooring and issues reported to site manager</i>	<i>Tears, rips or uneven flooring to be reported to site manager</i>	<i>L</i>
<i>Ineffective heating / ventilation</i>	<i>Children + Adults Unhygienic</i>	<i>Monitor heating and level of ventilation</i>	<i>Inform site manager of any problems or concerns. Add ventilation by opening windows as required</i>	<i>L</i>
<i>Tripping / injury due to trailing wires and cables</i>	<i>Children + Adults Physical injury</i>	<i>Ensure cables are safely secured and out of reach</i>	<i>Daily checks. Reinforce message that children are not to touch cables</i>	<i>L</i>
<i>Sand on floor</i>	<i>Children + Adults Slipping hazard, physical injury</i>	<i>Most sand activities take place in outside covered area Floor swept regularly, sand sieved for any foreign/hazardous objects- sand not returned to container after spillage</i>	<i>Change the sand regularly and clean the container Children to be encouraged to be aware of safety around sand</i>	<i>L</i>



			<i>Children guided to wash hands after sand play</i>	
<i>Water on floor</i>	<i>Children + Adults Slipping hazard , physical injury</i>	<i>Most water activities take place outside</i>	<i>Water is changed daily/as necessary and container is cleaned Children to be encouraged to be aware of safety around sand</i>	<i>L</i>
<i>Scissors</i>	<i>Children + Adults Physical injury</i>	<i>Children are shown safe ways to handle and store scissors and usually under supervision</i>	<i>Staff encourage safe storage and scissors checked that they are fit for purpose</i>	<i>L</i>
<i>Spillages of waste and accidents by children in toilet area</i>	<i>Children + Adults Slipping hazard , physical injury, disease/illness</i>	<i>Toilet area and sinks checked regularly throughout each session and cleaned as necessary</i>		<i>L</i>
<i>Unhygienic surfaces</i>	<i>Children + Adults Disease/illness</i>	<i>Surfaces are cleaned regularly and hygienically cleaned before food activities</i>		<i>L</i>
<i>Toys left on floor</i>	<i>Children + Adults Tripping hazard</i>	<i>Children are encouraged to put toys they have been using away when they have finished with them</i>	<i>Adults to regularly check area for toys on floor in the thoroughfare</i>	
<i>Exits impeded by toys</i>	<i>Children + Adults Fire hazard</i>	<i>Keep the exits as clear as possible</i>	<i>Children made aware of need to keep exits clear and safe</i>	
<i>Tripping / slipping due to poor flooring</i>	<i>Children + Adults Tripping hazard</i>	<i>Daily checks of flooring and issues reported to site manager</i>	<i>Tears, rips or uneven flooring to be reported to site manager</i>	

## Snack/Food Preparation Area – general access not allowed , specific adult led activities

Significant Hazards and Associated Risks Those hazards which may result in serious harm or affect several people	Those who might be harmed Persons at risk from the significant hazards identified	Control Measures(CM's): Controls, including relevant sources of guidance (e.g. Generic Risk Assessment, OEAP National Guidance, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)	Additional CM's required? If existing CM's cannot be met or circumstances have changed	Residual Risk Rating (H / M / L)
<i>Knives and sharp implements</i>	<i>Children + Adults Physical injury</i>	<i>Sharp equipment to be stored in staff room. Plastic children's cutlery to be used and stored away when not in use</i>	<i>Children to be supervised at all times and taught how to use implements/equipment correctly</i>	<i>L</i>
<i>Cooking utensils</i>	<i>Children + Adults Physical injury</i>	<i>Utensils to be stored safely in drawers or cupboards</i>	<i>Children to be supervised at all times and not expected to find/get utensils from drawers/cupboards</i>	<i>L</i>
<i>Fridge (correct storage of food, in date etc.)</i>	<i>Children + Adults Ill health</i>	<i>Food/drinks/medicines to be correctly store in fridge</i>	<i>Food/drinks to be checked regularly</i>	<i>L</i>
<i>Use and storage of cleaning materials / other substances</i>	<i>Children + Adults Poisoning, eye contamination, skin irritation</i>	<i>All cleaning materials to be stored in cupboards up high – well out of children's reach</i>	<i>Children to be supervised at all times</i>	<i>L</i>
<i>Chocking on fruit – snack</i>	<i>Children</i>	<i>Children to be supervised by a first-aid trained adult during snack time.</i>		<i>L</i>
<i>Tripping / slipping due to spillages</i>	<i>Children + Adults Physical injury</i>	<i>Flooring checked regularly and all spillages moped up immediately</i>	<i>Children to be informed that they must report all spillages to a member of staff.</i>	
<i>Unhygienic/ dirty equipment</i>	<i>Children + Adults Unhygienic</i>	<i>Children informed of correct use of equipment and it's changed/cleaned regularly</i>	<i>Equipment to be replaced when damaged</i>	
<i>Milk in fridge out of date</i>	<i>Children + Adults Physical injury</i>	<i>Check to be done daily as part of daily assessment</i>		

## Outdoor Play Area

Significant Hazards and Associated Risks Those hazards which may result in serious harm or affect several people	Those who might be harmed Persons at risk from the significant hazards identified	Control Measures(CM's): Controls, including relevant sources of guidance (e.g. Generic Risk Assessment, OEAP National Guidance, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)	Additional CM's required? If existing CM's cannot be met or circumstances have changed	Residual Risk Rating (H / M / L)
<i>Gates , locks and hinges</i>	<i>Children + Adults Trapping hazard, physical injury</i>	<i>Gates, hinges and locks checked daily by site manager</i>	<i>Children to be supervised outside at all times</i>	<i>L</i>
<i>Poor condition of tarmac surfaces</i>	<i>Children + Adults Tripping hazard</i>	<i>Surfaces regularly checked</i>	<i>Surfaces to be cleared and checked and issues reported</i>	<i>L</i>
<i>Grassed area swept for unwanted objects, broken glass, animal faeces , small holes etc.</i>	<i>Children + Adults Tripping hazard, physical injury</i>	<i>Checks of grassed areas carried out regularly</i>	<i>Children to be supervised outside at all times and grassed areas maintained in good condition</i>	<i>L</i>
<i>Poor maintenance of outside furniture</i>	<i>Children + Adults Physical injury</i>	<i>Garden furniture condition checked on regular basis</i>	<i>Condition checked and maintenance issues reported to site manager</i>	<i>L</i>
<i>Poor location of outside furniture</i>	<i>Children + Adults Tripping, falling hazard, physical injury</i>	<i>Play equipment stored safely and checked on a regular basis Equipment located away from main thoroughfares. Adults to check equipment sited with stable footings.</i>	<i>Safe location of equipment to be considered</i>	<i>L</i>
<i>Sand pits</i>	<i>Children + Adults Physical injury Hygiene</i>	<i>Sand changed on regular basis and checked for sharp/foreign objects Children encouraged to wash hands after working in sandpit</i>	<i>Children to be supervised outside at all times and continued to be informed of the need for hygiene procedures after use</i>	<i>L</i>
<i>Water containers</i>	<i>Children + Adults Hygiene Physical injury</i>	<i>Water in container to be changed regularly and container checked for sharp/foreign objects before use</i>	<i>Children to be supervised outside at all times and continued to be informed of the need for hygiene procedures after use</i>	<i>L</i>
<i>Tools</i>	<i>Children + Adults Physical injury</i>	<i>Children are shown safe ways to handle and store tools and usually under supervision</i>	<i>Staff encourage safe storage and tools checked that they are fit for purpose</i>	<i>L</i>

<i>Storage of outside tools and equipment</i>	<i>Children + Adults Tripping hazard Physical injury</i>	<i>Maintenance of play shed to be checked regularly, equipment and tools stored safely within it Equipment to be stored safely in storage shed</i>	<i>Children to be made continually aware of hazards within play shed</i>	<i>L</i>
<i>Use of outside tools and equipment</i>	<i>Children + Adults Physical injury</i>	<i>Tools and equipment to be stored safely in outside storage shed and children to be supervised when using them</i>	<i>Ensure children shown and reminded about correct use of tools and equipment to prevent injury/accidents</i>	<i>L</i>
<i>Plants</i>	<i>Children + Adults</i>	<i>Checks to be made regularly on plants growing in outside areas</i>	<i>Children told not to touch plants</i>	<i>L</i>
<i>Den building equipment</i>	<i>Children + Adults Tripping hazard, physical injury</i>	<i>There is adequate space to move around the den building. Equipment is checked regularly. Weather conditions are monitored and acted upon. i.e. if it is a windy and rainy days the den equipment maybe used inside only.</i>	<i>Children's behaviour to be monitored closely and children have the safe use of equipment explain regularly.</i>	<i>L</i>
<i>Ropes, washing line</i>	<i>Children and Adults Tripping hazard, physical injury</i>	<i>Weather conditions are monitored and acted upon. There is adequate space to move around freely.</i>	<i>Children's behaviour is managed in line with school's policy.</i>	<i>L</i>
<i>Plastic crates</i>	<i>Children and Adults Tripping hazard, physical injury</i>	<i>The ground is firm and free of loose items that may give way The crates are selected to ensure there are no holes in the sides or base that would cause fingers to become stuck in them. The resource is children prior to and during use for wear and tear. There is adequate space to move around freely</i>	<i>Children are discouraged from climbing on staked crates more than two high. Children are discouraged from building towers taller than themselves.</i>	<i>L</i>
<i>Bikes/Scooters etc</i>	<i>Children physical injury</i>	<i>Bikes/scooters to be regularly checked and maintained to ensure good, safe working order Children to wear helmets when riding on bikes/scooters Adults to establish designated zones, away from other children, for bikes/scooters</i>	<i>Children are made aware of the expectations of how to use the equipment safely.</i>	<i>L</i>
<i>Pegs</i>	<i>Children Physical nips</i>	<i>Ensure good practise is modelled by peers and staff.</i>	<i>Children are aware of the expectations of how to use the equipment safely.</i>	<i>L</i>
<i>Wooden poles and planks</i>	<i>Children and Adults Tripping hazard, physical injury</i>	<i>Weather conditions monitors and acted upon. The resource is children prior to and during use for wear and tear. There is adequate space to move around freely</i>	<i>Children discouraged from carrying poles /planks horizontally. Children to play with the poles in designated areas only.</i>	<i>L</i>

<i>Climbing frame and slide</i>	<i>Children physical injury</i>	<i>Weather conditions monitors and acted upon. The resource is checked prior to and during use for wear and tear. There is adequate space to move around freely and placed on a suitable safe surface. Adult to be within sight of children at all times when it is in use.</i>	<i>Children will only be able to climb safely at a level that they and staff who are supervising are comfortable with. Children will be encouraged to manage their own risk, but will only be allowed to use the equipment if they follow the instructions from the adult outside.</i>	<i>L</i>
---------------------------------	---------------------------------	---	--	----------

## Toilets / Bathrooms

Significant Hazards and Associated Risks Those hazards which may result in serious harm or affect several people	Those who might be harmed Persons at risk from the significant hazards identified	Control Measures(CM's): Controls, including relevant sources of guidance (e.g. Generic Risk Assessment, OEAP National Guidance, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)	Additional CM's required? If existing CM's cannot be met or circumstances have changed	Residual Risk Rating (H / M / L)
<i>Injury from unregulated water temperature when hot water taps are on for any length of time</i>	<i>Children + Adults Scalding/burning</i>	<i>Children made aware of need for taps to go off</i>	<i>Checks to be made that taps are off</i>	<i>L</i>
<i>Burns from excessive Radiator / pipe temperature</i>	<i>Children + Adults Scalding/burning</i>	<i>Children warned to stay away from pipes and radiator and monitored when in toilets</i>	<i>Regular checks to be made to ensure pipes and radiator are not too hot-radiator/pipe covers to be fitted if necessary</i>	<i>L</i>
<i>Use and storage of cleaning materials / other substances</i>	<i>Children + Adults Poisoning, eye contamination, skin irritation</i>	<i>All cleaning materials stored in locked cupboards</i>	<i>EYFS staff to check cleaning materials have not been left accessible to children</i>	<i>L</i>

<i>Soap /water spills</i>	<i>Children + Adults Slipping</i>	<i>Dispenser soaps installed to minimise spillages., Excessive water spills mopped up</i>	<i>Regular checks of toilet areas and large groups of children to be supervised when in there</i>	<i>L</i>
---------------------------	-----------------------------------	---	---	----------