STOCKPORT GRAMMAR JUNIOR SCHOOL

Early Years Foundation Stage Policy (EYFS)

Approved by Governors October 2026

Introduction

At Stockport Grammar School we recognise the importance of the Early Years as a distinct Key Stage. This document is a statement of the rationale, aims and guidelines, learning and teaching and the curriculum in the EYFS.

This policy is reviewed by the Early Years Phase Lead. The policy is to be read in conjunction with whole school and curriculum policies.

The Early Years applies to children from birth to the end of the Reception year. At Stockport Grammar School, children can join us in Nursery, subject to availability and assessment, at the start of term after they turn three. There are two Reception classes for children aged 4-5 years. Key Stage 1 begins for our children at the beginning of Year 1. The Early Years Foundation stage is to provide a firm foundation on which all aspects of education are built. The Early Learning Goals set out what is expected of most children by the end of the Early Years.

The four principles of the Early Years set the standards for learning, development and care for children from birth to five. At Stockport Grammar School, practitioners use the seven principles of effective learning from Development Matters 2021: the best for every child, high-quality care, the curriculum: what we want children to learn, pedagogy: helping children to learn, assessment: checking what children have learnt, self-regulation and executive function and partnership with parents.

The Early Years seeks to provide:

- Quality and Consistency in all early years settings, so that every child makes good progress
- A Secure Foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed 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 and British values are a key focus.

Aims

Meeting the needs of our learners needs to be firmly placed within the overall ethos of our Early Years classrooms, in which the following principles are embedded:

- Learning through play
- Belonging and sharing in the peer group
- Feeling secure, cared for and valued
- Working both co-operatively and individually
- Working with appropriate challenge
- Feeling personal worth
- Learning to learn
- Experiencing a broad and balanced curriculum
- Discovering personal talent

Learning and Development
There are seven areas of learning and development for EYFS:

Prime Areas of Learning:
- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Specific Areas of Learning:
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Achievement of these prime and specific areas of learning is by:
- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

These areas of learning are interlinked and have equal importance. In each area of learning, there are Early Learning Goals (ELGs) which define the expectations for children by the end of the Reception year.

Indoor and Outdoor Play
Play underpins the delivery of the EYFS curriculum. By providing well-planned experiences based on children's indoor and outdoor play, the staff are able to support the children to learn with enjoyment and challenge. Through this play, the children develop intellectually, creatively, physically, socially and emotionally. The toys, activities and environments in the Nursery and Reception classes are conducive to achieving this. Staff interact with the children to encourage planned outcomes or possibly a quite different learning outcome as guided by the child.

The outdoor area provides a multi-sensory learning environment, catering for individual learning styles. It offers children the chance to experiment with problem solving activities, collaborative tasks and child-initiated learning opportunities. The space complements and enhance all aspects of children's development and the Early Years Curriculum.

Observation and Assessment
Observation is an integral part of day-to-day life in the Foundation Stage. The indoor and outdoor environments are set up so that children can have independent access to resources as well as adult led play. This enables a range of observations to be made as learning occurs. Time is taken to assess the learning and decide on next steps. Activities and opportunities and how the children will access them are then planned for.

Children are observed in adult led sessions as well as when they have initiated something themselves. It is when observing children in their play that assessments can be made as to whether they are using the skills and knowledge that have been shared with them in adult led sessions.

Assessments are mainly based on daily observations.

In Reception the staff may also use more formal assessments to find out each child's
- knowledge of letter, sound and word recognition
- Unaided/emergent writing
- Number as labels and counting, calculations, shape space and measure

An initial assessment is made in the Autumn Term using CEMS. This gives a starting point for the children when they enter Reception and is used as a Baseline. It is done within the first 3 weeks of the Autumn term.

The EYFS profile is completed for all children by the end of Reception. Results are shared with parents at the end of the year and summer born data is sent to the Local Authority. This information is used to inform teaching and learning. Staff attend Local Authority training through moderation groups.

Staff collate and record children's achievements and progress. All staff in Reception and Nursery have access to a school iPad which they use to record observations, both written and photographic, using Tapestry. However, observations may take many other forms including e.g. written notes, annotated photographs and examples of work. These observations are shared with parents.

Progress is reported to parents formally at Parents' Evenings and in an end of year written report for both Nursery and Reception children. Rising 3's receive a parent evening instead of a written report.

Please refer to 'Using Tapestry Online Learning Journal' policy for more information.

Planning
Planning is informed by observations, interests and experiences of the children. We also aim to introduce children to new topics and ideas that will capture their interest and imagination. It takes into account seasonal events, festivals, school events and routines. All planning is and should be flexible.

Enrichment
The children in Early Years have their learning enhanced on a daily basis through the continuous provision on offer. They have planned regular visits to the Forest Learning area throughout the academic year. Their education is further enriched by school trips and visits being made to school by outside agencies. Learning is further enriched through the children taking part in a Nativity play, Harvest, Sports Day etc.

Learning Development
For those children in our care who have special educational needs or disabilities, specific provision such as specialist teaching, adapted equipment or support from another adult will be provided. Wherever possible, we will endeavour to work together with staff from other agencies, such as the local community health service, the school nurse, child psychologists, etc. in order to provide the best learning opportunities for individual children. For further information, please see the school Special Educational Needs and Disability policy.

Classroom Management
In the Nursery and Reception Classes we reward positive behaviour such as helpfulness, kindness, working hard, sharing and general good behaviour with praise, stickers and rainbow awards. Each week, a child is selected to receive a 'star of the week' certificate from the Head.

Our overall aim in the Early Years is to produce confident, happy, independent children who enjoy coming to school.
For further information please see the whole school Behavioural Policy.

Health and Safety
Outdoor classroom and play areas are checked regularly in accordance with our policies and procedures. Field trips are planned in accordance with the school's risk assessments, policies and procedures.

All Nursery staff and at least two Reception staff hold a valid Paediatric First Aid (PFA) certificate. A member of staff with full PFA training is always present during snack and mealtimes.

Children are supervised while eating, seated appropriately, and provided with food consistent with the stage of development. Staff are trained in choking prevention and allergy management.

Healthcare plans are in place for children with allergies, and an adult trained in anaphylaxis management is always available.

For further information please see the whole school Health and Safety Policy.

Parents as Partners/ Settling in
At Stockport Grammar School we recognise the importance of the role of parents and the significant influence that they have already played in the early education of their child. We wish to build a firm partnership that benefits and enhances the development and well-being of their child. We involve parents and encourage continued involvement and interest by them in their child's education.

Parents are invited throughout the year to formal and informal events and welcomed into the classroom to help with a wide range of activities. At the start of each year, all parents are invited to a 'Welcome Meeting' where they are able to meet the teachers, find out about our aims and objectives and ask any questions. Parent/Teacher Consultations are held twice yearly to discuss their child's progress. However, parents are also able to make appointments to speak with the class teacher whenever required.

Every child starting Nursery in September is invited to a 'stay and play' session with a parent/carer. The aim of these sessions are for the child to become familiar with their classroom and teachers.

When children move from Nursery to Reception, they meet their new teacher in their new classroom on 'move up' afternoon and spend time getting to know one another. Reception teachers also visit the children in the Nursery classroom. The children will also visit the Reception classrooms at other sessions to play and familiarise themselves with the classroom. A welcome activity is sent home which needs to be completed by the children before they return to school in September.

When children move from Reception to Year 1, they meet their new teacher in their new classroom on 'move up' afternoon and spend time getting to know one another. A welcome activity is sent home which needs to be completed by the children before they return to school in September. Please refer to the Transition policy for further information.

Child Absences
Attendance is monitored closely. Unexplained absences are followed up promptly with parents/carers and, where appropriate, emergency contacts. Patterns and prolonged absences are tracked and escalated in line with safeguarding procedures. The school defines 'prolonged absence' in its Attendance Policy and communicates attendance expectations clearly to parents.

Safeguarding
The Designated Safeguarding Leads for Junior School are Mr Copping, Mr Milnes and Mrs Hampson.

All staff undertake safeguarding training ever year, with interim updates where necessary. Training follows the criteria set out in Annex C of the EYFS framework 2026.

A whistleblowing procedure is in place to enable staff, students and volunteers to raise concerns in confidence.

Please see the whole school Safeguarding Policy and Whistleblowing policy.

Equal Opportunity
The school ensures that all children have full and equal access to the EYFS Curriculum, in accordance with the Equalities Act of 2010. We strive to do the best for our pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, gender identity, religion, sexual orientation or whether they are looked after children. The school believes that all pupils should have access to an education that is relevant to their particular needs and stage of development.

Within our setting, learning opportunities will be placed to help children develop their English if it is an additional language and support is provided to help them take part in other activities. This will be implemented in the following ways:

- We will endeavour to build on children's experience of language at home and in the wider community by providing a range of opportunities to use their home language so that their developing use of English and the other languages spoken support each another;
- We will provide a range of opportunities for children to engage in speaking and listening activities in English with their peers and adults;
- Where possible, we will provide bilingual support, in particular to extend vocabulary and support children's developing understanding.

The Nursery and Reception Classes aim to demonstrate through their work that they positively value and respect children of all ethnic origins/racial groups, religions, cultures, linguistic backgrounds and abilities. Children of both sexes are positively encouraged by staff to participate in all activities.

This establishment considers it important to provide a range of experiences and an environment that will instil in the children a positive outlook towards people in our society whom they may see as different from themselves. For example:

- Toys and equipment will be chosen with differing needs of children in mind;
- Displays will show and reflect a positive image towards the world in which we live;
- Books will be chosen to meet all the children's ages and abilities and to reflect the many different lifestyles that there are in our society;
- Home corners will be changed regularly to show different cultures, races and the world around us.

For further information, please see the whole school Equal Opportunities Policy and our EAL policy.

Home school links
Links between home and school are highly valued. Parents are invited into school on a regular basis throughout the EYFS, with a New Parents' Evening, 'Meet the Teacher' evening and Parents' Consultations held in the Autumn and Spring terms. Parents receive a written end of year report. At the start of each new term information is posted on the parent portal outlining the topics/work to be covered in school and ways in which parents can support their child at home. Parents are provided with a Handbook as their child starts Stockport Grammar School. They also receive regular school newsletters and updates via email. Staff are available to parents on a daily basis for a brief, informal chat at 8.20am in Reception or 8.00am in Nursery and appointments can be made to see staff when required. Each child in Reception has a yellow reading record book and this can be used for staff and parents to communicate.

Parents are invited to contribute to their child's learning journey by informing staff of 'wow' moments, bringing certificates and awards into school to celebrate and sharing reports and information from previous settings.

Supervision of Staff
Each term, the Early Years Phase Lead or Headteacher meets with every member of the EYFS team for a one-to-one supervision meeting. These meetings provide an opportunity to discuss any safeguarding concerns, as well as the wellbeing of both children and adults within the setting. Staff are also supported to reflect on their professional practice, discuss their continuing professional development needs, and share ideas for improving provision, outcomes, and experiences for all children. This process helps to ensure that staff feel valued, supported, and empowered to contribute to the ongoing development of the EYFS.
We hold a weekly EYFS phase meeting for all EYFS staff. These meetings provide opportunities to discuss safeguarding and child protection, children's well-being, and professional development, in line with EYFS 2026 requirements.

The Early Years Phase Lead visits the Nursery and the Reception classes regularly to support staff, observe teaching or to monitor provision. She is available to all staff as required should an issue or concern arise.

Training opportunities are sought to reflect all aspects of the EYFS curriculum and to support staff.

ScreenTime
In line with EYFS best practice and to promote children's health, wellbeing, and development, the use of ICT in Nursery and Reception will not exceed a cumulative total of one hour per day. Screen-based activities will be carefully planned, purposeful, and balanced with a wide range of practical, play-based, physical, and social learning experiences to support children's overall development.

Intimate Care Recording Procedures
In EYFS, any incidents involving intimate care are recorded on an Intimate Care Record slip. These records are completed by the member of staff providing the care and detail the support given. The form is produced in duplicate, with one copy retained securely by the school for our records and the second copy sent home to inform parents/carers. This process ensures clear communication with families and provides an accurate record of the care provided.

Sleeping
Children in EYFS do not have planned naps as part of the daily routine. However, on occasion, a child may fall asleep during the school day due to tiredness, illness, or individual need. In this instance, the child will be closely supervised and allowed to rest in a safe, quiet, and comfortable area away from potential hazards. Staff will ensure the child is positioned safely, monitor their wellbeing regularly, and maintain a suitable room temperature and environment. Parents/carers will be informed. Children will never be left unattended while sleeping, and staff will follow the school's safeguarding and health and safety procedures at all times.

Recruitment and References
As part of safer recruitment, references are obtained from appropriate senior referees (not provided directly by the applicant). References are verified and documented before employment begins.
See the Recruitment Policy for further information.

Policies particularly relevant to EYFS:

- Safeguarding (Whole School)
- Intimate Care
- Children falling asleep in EYFS classes
- Transition
- Equality of Opportunity (whole school)
- Lost or Missing Child Procedure
- Arrive and Collect procedures
- First Aid (including administration of medicine)
- Complaints Procedure
- Admissions Policy Whole School
- Educational Visits Policy Whole School
- Behaviour policy and procedure
- Anti-bullying procedure
- Learning Development Special Educational Needs and Disability policy
- Health and safety
- EAL
- Attendance
- Recruitment

Appendix 1 EYFS Personal Mobile Device and Camera Policy For School Employees

Appendix 2 Storage, Distribution and Administration of Medicine Early Years Foundation Stage: Procedures

Appendix 3 Intimate Care

Appendix 4 Sleep Procedures

Authorised by Chair of Governors	
Date	13.10.2026

Circulation	Governors / teaching staff / all staff / parents / website
Status	Regulatory

Appendix 1

EYFS Personal Mobile Device And Camera Policy
For School Employees

This policy should be read in conjunction with the School's 'Code of Conduct'

The policy defines and describes the acceptable use of personal mobile devices and other mobile devices and cameras for Junior School employees. Its purpose is to ensure the safety of the children in our care in accordance with our Safeguarding procedures and to protect staff from allegations of misconduct.

We recognise that mobile devices are an essential part of modern life and vital as an emergency contact for staff. We seek to ensure everyone follows the same guidelines while at work to ensure that the safety of children and professionalism of staff are always maintained.

- Personal mobile devices should be kept in a designated 'staff area' during lessons. Devices should be switched off or set to 'silent'.
- Staff should not use personal mobile devices in school for texting, phone calls or as a camera during working hours when children are present.
- Personal mobile devices may be used during break times when in staff areas providing children are not present.
- Staff can be contacted on the school phone in cases of emergency during the working day.
- It is necessary to take a mobile phone for games, trips, walks etc. away from school in case there is a need for emergency calls. This should normally be a school phone. If use of a staff phone is necessary in an emergency, this should ideally be done with more than one member of staff present.
- Staff should not use personal mobile devices for taking photographs or videos of the children. Photographs taken of the children should be part of planned activities and should be taken with school cameras/devices only. Photographs should only be stored on school computers.
- A small number of parents have not given permission for their children's photos to be published. Staff must respect this decision of the parents and ensure that they do no place such photos on the school website or in any other publication without first contacting the parents.
- Avoid taking pictures of children which show them in short skirts, swimming costumes, bikinis etc.
- Staff are advised not to allow themselves to be photographed by a child with a camera mobile phone.
- Staff should not store children's numbers on their devices.
- Staff should only communicate electronically with pupils from school accounts on approved school business.

Appendix 2

Storage, Distribution and Administration of Medicine Early Years Foundation Stage: Procedures

The school may agree, in particular cases to a pupil receiving medication during the school day. There are two main circumstances where this applies (see below). Medication brought into school can only be administered with the written consent of parents. Medicines must be delivered to school in their original packaging with the name of the child clearly marked on the container.

1. SHORT TERM ILLNESS
   Where a child is recovering from a short-term illness and is deemed well enough to return to school by his/her doctor and is completing a course of antibiotics, cough medicine etc. The child's parent/guardian must check that the school is able to administer the medication by completing 'Form 1: Request for school to administer medication' and hand it to the office. The medicine must be handed in to the School Nurse (or the school office) by the parent/guardian. It should be in its original container, in the smallest practicable amount and clearly labelled with the child's name, correct dosage and method for use.
   Medicines in this category will be kept securely in the Medical Centre or school office.
   Any children in EYFS requiring medicine should be taken to the school nurse or trained member of office staff for administration.

2. In cases of chronic illness or long-term complaints, such as asthma, diabetes or epilepsy, the child's parent/guardian must discuss the child's needs with the School Nurse and a Health Care Plan for long term medical needs must also be completed, signed and passed to the junior school office. Medication in this category is kept in a yellow-topped clear medical bag which is clearly named and contains a copy of the form which details action to be taken. The form is to be signed by staff if / when medicine is administered. Yellow medical bags are kept on the back of store cupboard doors in the Reception classrooms and on a hook by the First Aid cupboard in Nursery.

Children in EYFS will not carry their own medication and, where necessary, appropriate arrangements will be made; for example, a member of staff may carry a child's epipen if the pupil is having a lesson at the swimming pool or is off site on a school trip.

Appendix 3- Intimate Care
Intimate Care is defined as being when:

- Care is required that involves washing, touching or carrying out an invasive procedure (such as cleaning up after a child has soiled him/herself) for children who are unable to do so by themselves due to physical disability, special educational needs, medical needs or needs arising from the child's stage of development.
- A child needs support to dress/undress.
- A child requires comfort or support if/when they become distressed or upset.
- To support/assist a child who requires medical care or when care needs to be administered, for example, a fall in the playground.
- To care for a child who is unwell and has vomited and/or has soiled him/herself. The child may need washing, cleaning and/or changing
- To assist in the application of sun cream.

EYFS INTIMATE CARE

Our Expectations of Parents/Carers

- Children are expected to be fully toilet trained before they start our Nursery and Reception classes.
- Parents should provide a change of underwear for their child which is kept in the PE bag on the child's peg during the week.
- Parents/carers should discuss any concerns that they may have about their child's toileting needs with their child's Form Teacher.
- Parents/carers must inform their child's Form Teacher if their child is not fully toilet trained or requires support as a result of medical or developmental needs.
- Parents accept that there may be occasions when their child needs to be collected from school.
- Parents are requested to complete an Intimate Care agreement provided in school admissions documentation.

Procedures

All staff caring and supervising our children have a duty of care for each child. Appropriate training and support for staff will be provided when necessary. Intimate care routines should always take place in an area which protects the child's privacy and dignity and will always be carried out by an assigned member of staff, that is, the child's Form Teacher or a Teaching Assistant. All EYFS staff have undergone statutory DBS checks.

Supporting a child to dress/ undress

Sometimes it is necessary for staff to help a child in getting dressed or undressed for PE and swimming lessons. Staff will encourage children to 'have a try' first to undress/dress themselves and offer support only when necessary. At least two members of staff will be present when children are changing for swimming lessons so any support needed by a child is not offered on a one to one basis.

Toileting

If a child has soiled themselves the following procedure will take place:

1. An additional member of staff is alerted.
2. The child is escorted to a suitable changing area whilst staff offer reassurance and comfort, explaining what will happen all the time.
3. Protective gloves and apron are worn by staff.

4. The procedure is discussed with the child throughout the process. Staff will remain aware of the possibility of invading the child's privacy and will respect the child's wishes and feelings.
5. The child is encouraged to care for him/herself as much as possible with verbal direction from the adult.
6. Physical contact is kept to the minimum possible to carry out the necessary cleaning.
7. Soiled clothing is placed in a plastic bag and any spills are cleaned up by staff. Soiled clothing will be sent home with the child for the parent to wash.
8. The child will dress in clean clothing, wash hands thoroughly and return to class.
9. Adults to dispose of gloves and apron in a plastic bag and place in the outside bin. They will then wash their hands thoroughly.
10. Maintenance staff will be informed to thoroughly clean and disinfect the area if needed.

Any incidents involving intimate care are recorded on an Intimate Care Record slip. These records are completed by the member of staff providing the care and detail the support given. The form is produced in duplicate, with one copy retained securely by the school for our records and the second copy sent home to inform parents/carers. This process ensures clear communication with families and provides an accurate record of the care provided.

Providing Comfort and Support

In EYFS, children may seek physical comfort from staff. Where children require physical support, staff are aware that this contact must be kept to a minimum and be child initiated. If physical contact is deemed to be appropriate, staff will provide care for the child that is appropriate for the situation and for the age of the child. Staff are aware that there may be times when a child initiates physical contact that is not appropriate and they will discourage this gently and verbally.

Medical Procedures

Our EYFS classes are supported by staff who are trained Paediatric First Aiders. We also have two School Nurses. If a child requires medical assistance, these staff are available to deal with any injuries or accidents. If treatment requires more intimate care with a child, the nurse or first aider will notify another member of staff to act as chaperone. Parents will be notified of any treatment or care given.

Suncream Application

Children apply the cream themselves with some guidance from staff.

Safeguarding Staff

Staff are aware of and have a regard for the possibility of an allegation being made against them. Staff will take the following precautions when a need arises to provide intimate care for a child:

- Verbally agree with a second member of staff that the Intimate Care of a child is necessary and verbally agree the appropriate course of action to be taken.
- Allow the child, wherever possible, to choose his/her carer.
- Allow the child a choice in the sequence of the care given.
- Be aware of and responsive to the child's reactions and any emotions expressed.
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Student Staff and Volunteers in School

Student staff and volunteer helpers, including parents, will be supervised at all times and will not be put in a situation where they are alone with children.

Student staff and volunteer helpers will not assist with toileting children or any intimate care procedures.

Student staff, visitors, and volunteer helpers are able to support children to change for PE or for school performances only when under the supervision of school staff.

Key Stage 1 and 2: INTIMATE CARE

If a child has soiled themselves, parents will be contacted and permission sought to follow the above toilet procedure. If the parents cannot be contacted staff will act appropriately according to the needs and comfort of the child and may need to come into some level of physical contact in order to aid the child.

When touching a child, staff should always be aware of the possibility of invading a child's privacy and will respect the child's wishes and feelings. If a child needs to be cleaned, staff will ensure that:

- Two members of staff are present (Key Stage 2)
- Protective gloves are worn.
- The procedure is discussed in a friendly and reassuring way with the child throughout the process.
- The child is encouraged to care for him/herself as far as possible.
- Physical contact is kept to the minimum possible to carry out the necessary cleaning.
- Privacy is given appropriate to the child's age and the situation.
- Where possible, any soiling is flushed down the toilet.
- Soiled clothing is put in a plastic bag, unwashed, and sent home with parents/carers.

Children will be provided with appropriate support and reassurance to deal with menstruation.

Reviewed Sept 26: KE

Appendix 4 Falling Asleep in EYFS classes

At SGJS, Nursery class is for children who are 3 and 4 years old. Reception classes are for children aged 4 and 5 years old.

A daily naptime is not part of our curriculum and is not encouraged. However, as our children are very young there are times when a child may fall asleep in class during the school day. This is infrequent but more common during the Autumn term in Nursery.

If / when a child does fall asleep the following procedures should be followed:

- Staff should consider / share with their team whether they feel the child has fallen asleep due to tiredness or if they feel the child could be poorly. Staff will consider the time of day the child fell asleep (some tired children may start to fall asleep during home time story, whereas a child who is unwell may be sleepy in the morning etc).

- If there is a possibility that the child may be ill, their temperature must be taken and a check of the child must take place. Any concern should be discussed with the school nurse in the first instance. All Nursery staff and Reception TA staff are PFA trained.
- A sleeping child should be made comfortable as possible and monitored by staff every 5 minutes. Their face must be uncovered.
- After 20 minutes, if agreed with parents, a member of staff known to the child will gently try to wake the child up by gently rubbing their shoulder and quietly saying their name. This is to help maintain a bedtime routine and encourage the child to go to bed at their usual time once home.
- Parents to be informed if a child has fallen asleep during the school day and at what time and for how long. If parents and staff agree the child has fallen asleep as they are tired, agree with the parent if they are happy for us to let them sleep for 20 minutes or to try and keep them awake.
- If a child falls asleep frequently, the class teacher must speak with the child's parent to gather context and further information: how is the child sleeping at home / do they need support with their bedtime routine? Do they need a GP check? This pathway must be logged onto CPOMS and the school nurses included as an alert.

In Nursery, time is allocated each day for a quiet time when children can choose their activity / slow down. Areas including a soft reading area, calm corner, storyteller box, colouring table, craft, carpet play etc are part of our permanent classroom set up. Circle times, story times, song times are part of our daily timetable and provide a time each day for the children to be still and quiet. Our expectation is that we will include more of these times early in the academic year as children settle in, build their stamina, to reduce over-stimulation and to encourage self-regulation. Our PHSE sessions and daily check in boards help enable children to express their thoughts, feelings and emotions and enable us to talk about how to manage emotions, have a quiet time if needed and why this is important for us.