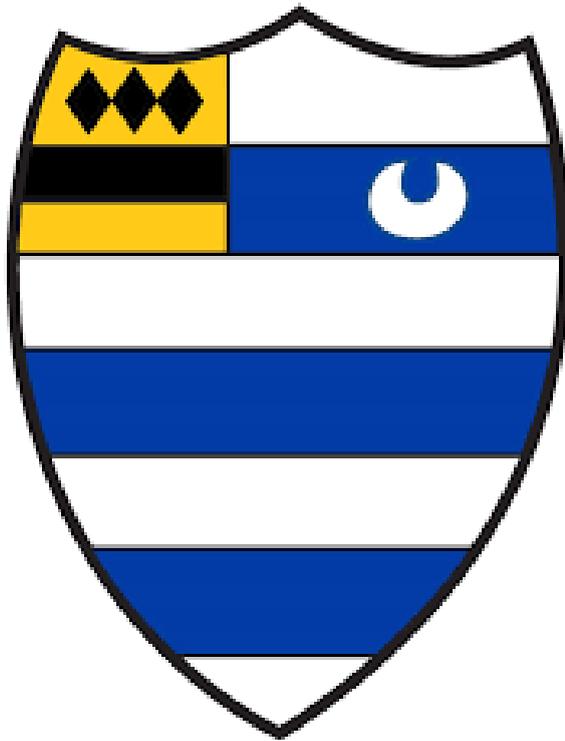


# Laceby Stanford Primary Academy



## EYFS POLICY

*“Living Together,  
Learning Together”*

**Approved by Policy committee:**  
**Reviewed:**  
**Date of next Review:**

**November 2017**  
**October 2023**  
**September 2026**

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## Laceby Stanford Primary Academy EYFS

*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up”.*

*Statutory Framework for the Early Years Foundation Stage: Setting the standards for learning, development and care for children from birth to five DFE March 2021.*

### Introduction:

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Laceby Stanford Primary Academy children are admitted to reception in the September following their fourth birthday.

Early childhood is the foundation on which children build the rest of their lives. At Laceby Stanford Primary Academy we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

However, we also believe that it’s not just about getting ready for school. We believe early childhood is a unique and meaningful stage of life. EYFS is about helping children grow, explore, and enjoy the present, not simply getting them ready for the next stage of education. It’s about giving them the tools and confidence they’ll carry with them throughout their lives.

## Aims & Objectives:

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

### At Laceby Stanford Primary Academy School, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

### The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents and carers.

### The Early Years Foundation Stage is based on four themes:

- **A Unique Child**
- **Positive Relationships**
- **Enabling Environments**
- **Learning and Development**

## A Unique Child

At Laceby Stanford Primary Academy, we believe that every child is a unique and competent learner who is constantly developing and has the potential to be resilient, capable, confident, and self-assured. We recognise that children mature across all areas of development in individual ways and at varying rates. Our practitioners are committed to understanding and observing each child's learning journey, carefully assessing their progress and planning next steps that reflect their individual needs. We value and respect all children and their families equally, fostering an inclusive environment where every child is supported to develop a strong sense of identity and cultural awareness. Recognising the impact of positive relationships and feedback on a child's attitude to learning, we use praise, encouragement, celebration, and rewards to nurture motivation and promote a lifelong love of learning.

**Inclusion** - At Laceby Stanford Primary Academy, we deeply value the diversity of all individuals within our school community and uphold the principle that every child matters. We are committed to ensuring that all children are treated with fairness, dignity, and respect, regardless of race, gender, religion, background, or ability. We actively promote an inclusive environment where every child can thrive, and where all families are welcomed, respected, and recognised as integral partners in their child's learning and development.

We follow whole school procedures for children with special needs and disabilities and follow the DSEN code of practice 2014 (see separate policy). Miss Purshouse is the named Inclusions manager and all concerns are discussed with her.

We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities.

In the Foundation Stage we set realistic and challenging expectations keyed to the needs of our children, so that they all aim to achieve the Early Learning Goals by the end of the stage. We do this through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively;
- Offering a safe and supportive learning environment in which the contribution of all children is valued;
- Employing resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds;
- Monitoring children's progress and taking action to provide support as necessary such as referrals to speech therapy.
- Working closely with parents, carers and other outside agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress.

**Welfare** - At Laceby Stanford Primary Academy, we believe that children thrive when they feel healthy, safe, valued, and secure. We are committed to creating an environment where each child's individual needs are understood and met, and where strong, positive relationships with trusted adults support their emotional and educational development.

In line with our statutory responsibilities and safeguarding best practices, we are committed to the following:

- **Safeguarding and Child Protection:** We remain vigilant to any concerns affecting a child's wellbeing and follow robust safeguarding policies and procedures.
- **Safe Recruitment:** We ensure all staff and adults who work regularly with children are suitable, properly vetted, and safe to do so.
- **Qualified Staff:** Our staff are well-qualified, trained, and supported to carry out their roles effectively, ensuring high standards of care and education.
- **Supervision and Ratios:** Children are supervised appropriately at all times, in line with recommended staff-to-child ratios, to ensure their safety and wellbeing.
- **Promoting Health:** We actively support children's health through clear procedures on illness, hygiene, nutrition, and first aid.
- **Positive Behaviour:** We use age-appropriate strategies to guide and support children in managing their behaviour in a respectful and understanding way.
- **Safe Environment:** Our learning environments, both indoors and outdoors, are regularly checked to ensure they are safe, age-appropriate, and suitable for the activities provided.
- **SEND Support:** We are committed to supporting children with special educational needs or disabilities, in line with the SEND Code of Practice.
- **Information Sharing:** We maintain accurate records and work closely with parents, carers, and professionals to ensure the best possible outcomes for each child.

At Laceby Stanford, the welfare of every child is at the heart of everything we do.

## Positive Relationships

At Stanford School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### **Parents as Partners**

We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents/carers before their child starts school at our open mornings and induction meetings.
- Arranging visits by the teacher and FS staff to all children in their childcare provision prior to their starting school.
- Providing a School Prospectus with information about commencing Reception at Stanford.
- Outlining the school's expectations in the Home-School agreement.
- Inviting parents/carers and children to spend time in Reception Class for induction visits before starting school.
- Providing an induction meeting for Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- Holding a parent consultation early in the academic year to establish how a child is settling into the school environment.
- Operating an open door policy for parents/carers with any queries or concerns. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Contact through school and class newsletters, texts and parent/carer events e.g. Harvest Festival, Reading Breakfasts and MacMillan Coffee morning.
- Sending home 'Star of the Day' certificates and texts designed to inform parents of their child's achievements.
- Publishing a Creative Curriculum overview map detailing the areas of learning and the overarching theme of the term or half-term as well as a class newsletter/termly overview.
- Inviting parents to attend informal meetings about areas of the curriculum, such as phonics, reading and maths workshops.
- Sharing daily observations of the children's 'Learning Journey' with parents/carers through our Blog Pages on the school Website and through Facebook.
- Offering termly parent/teacher mentor meetings per year at which their child's progress is discussed.
- Sending a written report on their child's attainment and progress at the end of their time in reception.
- Asking parents to sign a generic permission form for visits, food tasting and photographs etc.
- Parents and carers are invited to a range of activities throughout the school year such as assemblies, workshops, sewing activities, Christmas productions, fundraising events and sports day etc.
- Offering opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g. hearing readers, class trips.
- Offering a range of activities, throughout the year, to encourage specific collaboration between child, school and parents e.g. reading
- ng events, topic events, craft activities.

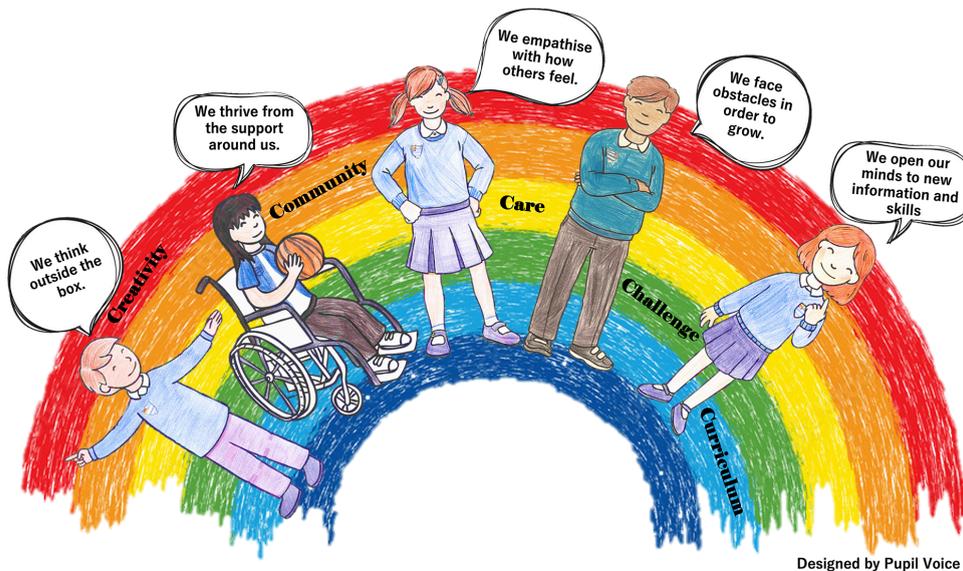
All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. They are sensitive and responsive to their needs, feelings and interests and are supportive of their own efforts and independence.

## Enabling Environments

At Laceby Stanford Primary Academy, we recognise that the environment plays a key role in supporting and extending children's development, where they feel confident, secure, and challenged. We understand that children learn and develop well in enabling environments, which is why our approach begins with careful observation and assessment of each child's interests, development, and learning. This informs the planning of challenging yet achievable activities and experiences designed to extend their learning. Our children benefit from daily access to both indoor and outdoor environments, thoughtfully organised into discrete areas of learning with planned continuous provision that supports purposeful play and exploration.

Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly.



Designed by Pupil Voice

## Learning and Developing

The EYFS Curriculum – Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals.

There are seven areas of learning and development that must shape educational provision in Early Years settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children’s learning experiences enable them to develop competency and skill across a number of learning areas.

They require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three Prime areas are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

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

Children’s development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas.

However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

Reception pupils also participate in daily phonics sessions, following the guidance in the "Read Write Inc." programme and in line with school policy.

At Laceby Stanford Primary Academy, we carefully consider the individual needs, interests, and stages of development of each child to plan rich, challenging, and enjoyable learning experiences across all areas of the curriculum. We begin by identifying what we want our children to learn and then select the most effective approaches to help them achieve it.

We understand the importance of sparking children's curiosity, responding to their emerging needs, and supporting their development through warm, positive interactions and consistent routines that promote both play and learning. We value play as an essential part of children's development—it builds confidence, fosters independence, and helps children explore, relate to others, set goals, and solve problems. Children learn through self-directed play as well as adult-guided experiences, and we recognise that while play is often spontaneous, some children benefit from additional adult support. At Laceby Stanford, play takes place both indoors and outdoors, offering children varied environments in which to explore, test ideas, take risks, and develop their imagination—whether on their own or collaboratively with others.

## Characteristics of Effective Learning

In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjusting our practice appropriately.

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.

*'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.'*

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

*'Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.'*

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

*“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”*

Children should be given the opportunity to be creative through all areas of learning. Adults can support children’s thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

**Planning** - The Early Learning Goals provide the basis for planning throughout the Foundation Stage. The teacher plans objectives within the Foundation Stage from the Development Matters Statements from the Early Years Foundation Stage document. The planning is based upon themes with discrete phonics, maths and reading directed teaching. However, planning, which is based upon a different theme which is identified as a vehicle of interest to deliver the children’s next steps in learning, also therefore responds to the needs, achievement and interest of the children. Our medium-term planning identifies the intended learning, with outcomes, for children working towards the Early Learning Goals, and also for those working towards National Curriculum levels. The medium term planning is based upon a different theme each half term.

**Observations** - Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Relevant and significant observations are recorded in the children’s ‘Seesaw’ Learning Journeys and relevant books.

#### **Assessment** -

##### **Assessments at the start of the Reception year**

In the first six in which a child starts Reception, The Reception Baseline Assessment (RWA) is undertaken. The RBA assesses a child in early Mathematics, literacy, communication and language. Its purpose is to form the starting point for cohort-level school progress measures. Data from the RBA is compared to key stage 2 outcomes 7 years later to form the overall progress measure for a school. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

We record each child’s level of development against the 17 Early Learning Goals as Below, just at or Secure. We make regular assessments of children’s learning, and we use this information to ensure that future planning reflects identified needs.

Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate.

The teacher keeps progress records and records examples of each child’s work. These children’s books contain a wide range of evidence that we share with parents at parental mentor meetings.

Tracking grids are updated at the end of each term using ‘Sonar Jupiter Education’. This provides a summary sheet for each child which feeds into the whole-school assessment and tracking process. We record each child’s level of development to be ‘Below’, ‘Just at’ or ‘Secure’ within the Development Matters age-bands.

##### **At the end of the final term in Reception**

We send a summary of assessments to the LA for analysis. The child’s next teacher uses this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report.

Parents receive an annual written report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in early July each year.

## The Learning Environment

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, creative etc.

The classrooms are set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS classrooms have access to an enclosed outdoor area and the use of the Woodland areas across the day; this has a positive effect on the children's development. The Foundation Stage has its own outdoor classroom area, complete with trim trail. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

At Laceby Stanford Primary Academy, our environments have been created to allow children to have lots of opportunities to play and explore, but also support their learning through implicit and explicit challenges.

- They contain resources that are open to interpretation and exploration. (Playing and Exploring)
- They are led by children's interests and give children lots of opportunities for learning on their own. (Active Learning)
- They provide lots of opportunities to think, puzzle and work things out on their own and with others. (Creating and thinking critically)

## Teaching & Learning Styles

The features of effective teaching and learning in our school are defined in our teaching and learning policy. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 or 2.

The more general features of good practice in our school that relate to the Foundation Stage are:

- the partnership between teachers and parents/carers and other settings that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;

- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children’s play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children’s progress and future learning needs, which are regularly shared with parents;
- the good relationships between our school and the other educational settings in which the children have been learning before joining our school;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working at the Foundation Stage.

## Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle into their new class quickly and happily.

Starting Reception – Parents of all children starting in the next academic year will be invited to an Induction Meeting in the Summer Term to meet their child’s new teachers and other key staff and learn more about the Reception curriculum.

This is an opportunity for staff to

- Go through the school handbook
- Identify the School’s Safeguarding staff and School’s Safeguarding website page.
- Explain about uniform, PE kit and school dinners/ free school meals
- Explain about holidays and absences
- Explain the arrangements for the gradual induction into reception

New class sessions - The children are given many opportunities to come into school to meet their new class teacher, experience their new environment and meet other children in their class. They can visit the school with their parents/carer to look around the unit. They visit the unit with pre-school during morning/afternoon stay and play sessions. They are invited to come with parents/carers to spend a session in the classroom also. This means that before they join their new class the Reception environment is already a familiar place to them.

Arrangements are also made for the children’s new class teacher to visit them in their current nursery setting. Extra visits are arranged for children with additional needs.

September Intake - When children join the school in September a smaller group of children, usually half the class intake, will attend on their first full day in order that they can gradually adjust to their new surroundings: Parents/carers may also accompany and settle their child into school during the first few weeks.

Starting in Key Stage 1 (Year 1) - Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in Key Stage and whole school assemblies as well as sharing playtimes with the Key Stage 1 children.

Children will take part in transition activities during the final stages of the summer term such as; listening to a story, sharing a piece of work or small group activities with their new class teacher.

Children have the opportunity to meet their new class teacher and spend a minimum of 2 or 3 days in their new class during the summer term.

## Safeguarding & Welfare

We follow whole school procedures for child protection (see Child Protection policy). Mrs Leona Hackfath, headteacher, Mrs Clair Smith, deputy headteacher and Mrs Julie Jones, learning mentor, are the named Child Protection Officers and all concerns are discussed with them. Miss Purshouse, inclusion manager and SENCO are also part of the Safeguarding team.

*'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'*  
(Statutory Framework for EYFS 2014)

At Laceby Stanford Primary Academy, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Keeping Safe - It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Stanford J&I's Safeguarding Children Policy).

Photographs and visits – Members of staff do, use school iPads and cameras to take photographs as evidence to support the regular observation and assessment in the EYFS. These photographs are used in children’s learning journeys on ‘Seesaw’, in class displays and on the school website and Facebook. All parents are asked to state if they give permission for their child’s image to be used on the school website and Facebook through the paperwork in their initial Stanford Prospectus. On occasion photos may be shared with the local newspaper such as; New starters, Christmas nativity or special events.

Good Health - All children are provided with a healthy snack each day as well as being given the choice of milk. They have access to water at all times.

Intimate Care - “Intimate” care is any care which involves washing, touching or carrying out an intimate procedure that most children are able to carry out themselves. However, depending on a child’s age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene and it is good practice for the school to inform the school nurse of children requiring frequent intimate care.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. No intimate care is to be given without the express written permission of the parent or guardian of that child and parents and guardians of children with specific medical needs will be asked to provide that permission when their child joins reception at Stanford School. (See Stanford J&I’s Intimate care Policy).

#### Prevent Duty Statement

On 1 July 2015 the Prevent duty (section 26) of The Counter-Terrorism and Security Act 2015 came into force. This duty places the responsibility on local authorities and schools to have due regard to the need to prevent people from being drawn into terrorism.

Stanford Junior and Infants School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is as important as safeguarding against any other vulnerability.

All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We believe that children should be given the opportunity to explore diversity and understand Britain as a multi-cultural society; everyone should be treated with respect whatever their race, gender, sexuality, religious belief, special need, or disability.

As part of our commitment to safeguarding and child protection we fully support the government's Prevent Strategy and endeavour to uphold its principles through the teaching in Foundation Stage

#### FGM

##### FEMALE CIRCUMCISION & CUTTING

It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. Female genital mutilation (FGM) is a growing cause of concern in schools.

FGM is child abuse and a form of violence against women and girls, and therefore it is dealt with as part of existing child and adult safeguarding/protection structures, policies and procedures. It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child abroad to undergo the procedure – Female Genital Mutilation Act 2003. Despite the harm it causes, FGM practising communities consider it normal to protect their cultural identity. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The average age is 10 to 12 years.

Any female child born to a woman or has a sister who has been subjected to FGM will be considered to be at risk, as much as other female children in the extended family. Any information or concern that a child is at risk of FGM will result in a child protection referral to Multi Agency Support Hub.

**Monitoring and Review**

It is the responsibility of those working in Reception to follow the principles stated in this policy. The Headteacher, SLT and EYFS lead will carry out monitoring on EYFS as part of the whole school monitoring schedule. The Curriculum Committee of The Governing Body will also be part of this process.

**Signed By**

**Chair of Governors:** 

**Date:** October 2023

**Headteacher:** 

**Date:** October 2023

<b>Review Date</b>	<b>Amendments</b>	<b>Approved Date</b>
October 2016	Policy Written	October 2016
October 2017	Addition of FGM section page 13	January 2018
November 2020	Policy Review	November 2020
October 2023	Policy Review - Changes	October 2023