

Jotmans Hall Primary School

Early Years Foundation Stage (EYFS) policy



Written by: B. Chapman

Date: September 2026

Approved by: Trustees

Date: September 2026

Next review due by: September 2028

Mission Statement

We believe that all children matter and that learning should be fun, purposeful and challenging.



Eric the Owl

Ethos

The values of Jotmans Hall School underpin all the work we do:

E.R.I.C.

Effort, Respect, Independence, Communication

The children are at the heart of every decision we make to ensure that they are happy, confident and that the opportunities that are provided for them are relevant to their needs both now and in the future.

Aims

All children should:

1. Learn from a curriculum that is broad and balanced, as well as stimulating, effective and challenging.
2. Have their work and contribution to the school recognised and valued.
3. Have the right to enjoy and learn from a curriculum that fosters equal opportunities.
4. Be encouraged to develop a sense of citizenship through learning about their own religion and culture, and through learning about those of others.
5. Be helped to have respect for themselves and their environment and to develop respect for, and responsibility towards others in school and in the wider community.

Jotmans Hall Primary School aims to be an energetic school where children are enthusiastic and motivated to achieve their full potential.

Everybody at Jotmans Hall Primary School works hard to reach the highest standards in everything we do and this is further embedded through our successful relationships with parents, the local community and the other schools in the local area.

Equality Statement

At Jotmans Hall Primary School we are committed to:

- Promoting equality of opportunity
- Eliminating discrimination and harassment
- Valuing diversity and promoting positive relationships
- Providing an inclusive education which enables all pupils to develop their full potential meeting the requirements of the Equality Act 2010.

The full JHS Equality Statement can be found on our website: www.jotmanshall.co.uk

Jotmans Hall Curriculum Principles and Inclusion

At Jotmans Hall Primary School we are committed to providing an inclusive, ambitious, and accessible curriculum for all pupils. We believe every child should be supported to participate fully and achieve success, regardless of ability, background, language, or additional need. Through high-quality teaching, adaptive teaching approaches, appropriate challenge, and effective support, we ensure that all pupils, including those with SEND, disadvantaged pupils, vulnerable pupils, and pupils with EAL, can access learning, make progress, and develop confidence and independence. We promote equality of opportunity, celebrate diversity, and make reasonable adjustments where necessary to enable every child to thrive.

The teaching of foundational skills is embedded throughout our curriculum to support pupils in becoming confident, independent, and effective learners. In line with the principles outlined in Strong Foundations in the first years of school, we prioritise the explicit teaching and regular practice of communication, language, reading, writing, and mathematical understanding to ensure pupils develop secure foundations for future learning. We place a strong emphasis on oracy, enabling pupils to develop vocabulary, articulate their thinking clearly, listen respectfully, and engage in purposeful discussion across all subjects. Metacognitive approaches are taught explicitly to help pupils plan, monitor, and evaluate their learning, developing resilience, self-regulation, and problem-solving skills. Through consistent modelling, questioning, retrieval practice, and opportunities for reflection, pupils are supported to build and remember more over time, enabling them to apply knowledge and skills confidently across the curriculum and beyond. We also value meaningful cross-curricular opportunities that enable pupils to make connections between subjects, apply their learning in different contexts, and deepen their understanding through rich, purposeful experiences across the wider curriculum.

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Approved
by **forbes**solicitors.

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and 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

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#), effective from 1 September 2026.

3. Structure of the EYFS

We are an EYFS (Reception) unit with a maximum intake of 45 children, taught by two qualified teachers and with at least two Learning Support Assistants, dependent on the needs of the children. We have an open plan classroom space, with a wrap-around outdoor area.

4. 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 we must teach. All areas of learning and development are important and interconnected. Three areas, known as the prime areas, are seen as particularly important 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

We also support the children in 4 specific areas which help strengthen and develop the 3 prime areas, and ignite the children's curiosity and enthusiasm:

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

4.1 Planning

In the EYFS at Jotmans Hall Primary School, we facilitate our children's learning using a combination of pre-planned, adult-led carpet times and child-initiated, play-based continuous provision. This is enhanced weekly, linked to children's interests and current themes or world events. Some themes taught across the year are

chosen to give children the foundational knowledge that they need, in order to access the National Curriculum in Year 1. This expectation has been planned alongside subject co-ordinators of those subjects.

Children take part in daily systematic synthetic phonics (SSP) sessions, as well as group sessions to work on early mathematical concepts, handwriting and spelling. They experience a range of rhymes, songs and stories and are given opportunities to learn about the world around them. During the extended periods of continuous provision each day, adults, who know the children well, skilfully plan 'in the moment' to follow children's interests, develop their vocabulary and challenge their thinking. In this way, the adults are able to personalise the learning for the children, by providing them with learning opportunities that are relevant, motivating and allow them to work on their own next steps.

In planning and guiding children's activities, staff reflect on the different rates at which children are developing, and take these into account. Children who may need more opportunities to practise certain skills are made a focus, in order to support their progress. Where a child may have a special educational need or disability (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

4.2 Teaching

We aim to offer our children a stimulating, exciting and challenging curriculum and environment, which inspires them and motivates them to learn. We engage the children by building warm, positive relationships and through opportunities for purposeful play, both indoors and out. Our goal is to develop the whole child, in order to sow the seeds for a love of learning, and lay the foundations for accessing the National Curriculum in Year 1 and beyond.

Through our enabling environment and by skilfully planning their next steps 'in the moment', we nurture our children to be inquisitive, self-motivated problem-solvers. By prioritising talk, discussion and access to books and stories, we develop their vocabulary and support them in starting to become skilled communicators. We promote the acceptance of difference and understanding of diversity, through interactions with our school community as well as through stories and celebrations. We encourage risk-taking and resilience through play, whilst also ensuring that the children understand how to keep themselves safe and healthy. We support the children to understand and to regulate their emotions, and to resolve any conflict they encounter. We provide many opportunities for them to develop their co-ordination, balance, fitness and strength, which leads to the ability to control small movements and to hold pencils comfortably for writing. We foster the children's creativity by putting them in control of their learning and celebrating them doing things 'their way'. We promote independence at every opportunity, through our high expectations and by scaffolding the learning of new skills. Through focused, adult-led carpet times, we teach the basics of English and Maths, and provide the children with the building blocks they need for continuing their education in these specific subjects of the National Curriculum. Throughout their Reception year, we also aim to provide our children with as many real-life experiences as possible, to support their understanding of the world around them, and to enhance the experiences that they have at home.

Our Continuous Provision enables children to engage with appropriate resources, linked to current learning in all seven areas of the EYFS curriculum, as well as the children's own interests. It allows them to continue their learning, also in the absence of an adult, through exploration, investigation and collaboration with their peers. We evaluate and enhance our provision on a regular basis, in response to the children's emerging interests, relevant school / world events and their current levels of development.

A copy of our EYFS Curriculum overview can be found in Appendix 1.

5. Assessment

At Jotmans Hall, ongoing assessment is an integral part of the learning and development process in EYFS. Staff regularly observe pupils to identify their levels of development and achievement, and their interests and motivations to learn. These observations are used to shape future planning, as well as next steps being facilitated 'in the moment'. Any areas for development are recorded, and activities / foci planned for extra support where necessary.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). Adults also carry out other baseline activities to get to know the children and to discover their individual starting points.

In the final term of the academic year in which the child reaches age 5, staff complete the EYFS profile for each child (before 30 June in that term). Each child is assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

We share the EYFS profile with the child's year 1 teacher, as well as information from the 'Birth to 5 Matters' guidance document, for any children who did not reach the expected standard in any curriculum area. This helps to inform a discussion between reception and year 1 teachers about the child's stage of development and learning needs, and helps with planning activities in Year 1.

The school shares the results of each child's EYFS profile with their parents and/or carers.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. We submit EYFS profile data to the local authority on request.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents/carers.

We begin our communication with parents as soon as the school places have been confirmed, by sending a 'welcome' email, and inviting parents to collect a pack of information about starting at our school.

In the Summer Term, before the children start school, we invite the families to a picnic on the school field. This is a chance to introduce school staff to them, and for them to ask any questions. We provide a 'goody bag' of starting school resources, including gifts for the children, transition books about school and lots of useful information and resources for parents. We have a 'nearly new' uniform sale at this event, to allow parents to purchase items of uniform for a small donation.

Before children start school in September, EYFS staff complete 'home visits' to get to know the children and their parents/carers where they feel most comfortable. It is also an opportunity for parents/carers to be able to privately ask questions or share any information that they would like to, about their children. Parents/carers are then invited to accompany their children into the classroom on the same afternoon, to play and explore the indoor and outdoor classrooms, as well as to meet other children and their parents.

Once they start school full-time, parents/carers are regularly kept up to date with their child's progress and development. Observations of learning and experiences are uploaded onto the Tapestry Online Learning Journal for parents/carers to see, and we encourage them to upload children's experiences at home as well.

After a few weeks of starting school, parents/carers are invited to a meeting with the teacher(s) to discuss how their child has settled in. Later in the year, there is another opportunity for parents/carers to meet with

teachers and discuss further progress. We also hold termly 'Open Classroom' events, where children can come into class with their parents, and show them what they have been learning. These meetings, events, online observations and the EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Parents/carers of children requiring additional support will have further correspondence and meetings as necessary.

7. Safeguarding and welfare procedures

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We promote good oral health, as well as good health in general, in the early years through our learning in Personal, Social and Emotional Development. We talk to the children about fitness and sleep, and help them to understand the importance of healthy eating and keeping safe. We teach them about people who help us and about how and where to safely ask for help if they need it. We learn about road safety and how to keep ourselves safe on the internet. We invite in visitors from the local dental service and road safety service, to support children's learning and bring it to life.

We support children to become independent when using the toilet, in line with our Intimate Care Policy, and when dressing themselves.

We also help the children to develop their self-regulation and promote good emotional health, supporting them to recognise their emotions and to learn strategies to help themselves feel better.

Our staff have a paediatric first aid (PFA) certificate, in line with safer eating guidance in the EYFS Statutory Framework. This PFA certificate is renewed every 3 years, as required. Children are supervised whilst eating, both at snack time and lunch time.

Our class environment has its own risk assessment, which is reviewed annually or whenever changes to the environment are made. **A copy of the EYFS Risk Assessment can be found in Appendix 2.**

The rest of our safeguarding and welfare procedures are outlined in the school's Safeguarding Policy, Health and Safety Policy, EYFS Risk Assessment and Intimate Care Policy.

8. Monitoring arrangements

This policy will be reviewed and approved by S. Warnes (Head Teacher) every 2 years.

At every review, the policy will be shared with the Governing Board.



Taught sessions – supplementary learning through Continuous Provision in the classroom

EYFS Curriculum Overview:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	'Universally Speaking' Listening skills Asking for help Simple instructions Developing vocabulary Makaton	'Universally Speaking' Listening skills Speaking clearly Developing vocabulary Makaton	'Universally Speaking' Conversation 2-part instructions Developing vocabulary Makaton	'Universally Speaking' Conversation Questions Developing vocabulary Makaton	'Universally Speaking' Questions Extending sentences Developing vocabulary Makaton	'Universally Speaking' Explaining ideas Re-telling events and stories Developing vocabulary Makaton
Physical Development	'Squiggle Whilst You Wiggle' • GetSet4PE: Introduction to P.E. – Unit 1 • Bikes and scooters	'Squiggle Whilst You Wiggle' • GetSet4PE: Fundamentals – Unit 1 • Bikes and scooters	'Squiggle Whilst You Wiggle' • GetSet4PE: Dance – Unit 1 • Bikes and scooters / Balanceability	'Squiggle Whilst You Wiggle' • GetSet4PE: Gymnastics – Unit 1 • Balanceability	'Dough Disco' • GetSet4PE: Ball Skills – Unit 1 • Balanceability	'Dough Disco' • GetSet4PE: Games – Unit 1 • Balanceability
Personal, Social and Emotional Development	Building relationships Class routines Keeping safe Friendship Understanding difference Feelings	Effort Respect Independence Communication Courage Kindness Understanding different cultures	New Year resolutions Perseverance Special people People who help us Keeping healthy – mental health	Growing up Looking after others who need our help Celebrating difference Special people ('Mothers and Others') Understanding different cultures	Being proud Being happy for others Looking after living things and our world Understanding different cultures Keeping safe	Road safety Summer safety Transition – change Feelings - worries and big emotions Competition - winning / losing Family differences Building relationships with new teachers
Literacy	Songs and rhymes Twinkl Phonics: Level 1 – listening skills, rhyme, alliteration. Level 2a - s, a, t, p, i, n, m, d, g, o, c, k Handwriting: Learning formation of letters being learnt The Message Centre RSW vehicle text: 'The Something' + other texts linked to themes and interests	Songs and rhymes Twinkl Phonics: Level 2b – ck, e, u, r, h, b, f, l, ll, ff, ss, s/z/ + I no go to the Handwriting: Learning formation of letters being learnt Drawing Club RSW vehicle text: 'Star in the Jar' Other key text: 'The Three Little Pigs' + other texts linked to themes and interests	Songs and rhymes Twinkl Phonics: Level 3a – j, v, w, x, y, z, zz, qu, ch, sh, th (unvoiced), th (voiced), ng + he she we me be was Handwriting: Learning formation of letters being learnt Drawing Club RSW vehicle text: 'Little Red' Other key text: 'Little Red Riding Hood' + other texts linked to themes and interests	Songs and rhymes Twinkl Phonics: Level 3b – ai, ee, igh, oa, oo (long), oo (short), ar, or, ur, ow, oi, ear, air, ure, er + my you here they all are Handwriting: Ensuring correct formation of letters and capitals Drawing Club RSW vehicle text: 'Juniper Jupiter' Other key text: 'From Egg to Chicken' (non-fiction) + other texts linked to themes and interests	Songs and rhymes Twinkl Phonics: Consolidation of Level 3b. Begin Level 4 – adjacent consonants Handwriting: Ensuring correct formation of letters and capitals Drawing Club RSW vehicle text: 'The Storm Whale' Other key text: 'The Cautious Caterpillar' (linked to transition) + other texts linked to themes and interests	Songs and rhymes Twinkl Phonics: Level 4 – adjacent consonants Handwriting: Practising letter families Drawing Club RSW vehicle text: 'The Storm Whale' Other key text: 'The Cautious Caterpillar' (linked to transition) + other texts linked to themes and interests

Mathematics	<u>White Rose Maths:</u> 'Getting to know you' 'Match, sort and compare' 'Talk about measure and patterns' 'It's me: 1, 2, 3'	<u>White Rose Maths:</u> 'Circles and Triangles' '1, 2, 3, 4, 5' 'Shapes with 4 sides'	<u>White Rose Maths:</u> 'Alive in 5' 'Mass and capacity' 'Growing 6, 7, 8'	<u>White Rose Maths:</u> 'Length, height and time' 'Building 9 and 10' 'Explore 3D shapes'	<u>White Rose Maths:</u> 'To 20 and beyond' 'How many now?'	<u>White Rose Maths:</u> 'Manipulate, compose and decompose' 'Visualise, build and map' 'Make connections'
Understanding the World	The school environment Our community Seasonal changes: Autumn Celebrations: Harvest <i>Celebrating our community</i>	Pumpkins Celebrations: Halloween / bonfire night / Christmas Remembrance – the past Our local area The journey of a letter Road safety Materials <i>Celebrating our community</i>	Traditions Seasonal changes: Winter Investigating trees and wood People who help us – jobs/careers Dental health <i>Celebrating our community</i>	Seasonal changes: Spring Life cycles – humans, chickens, frogs, butterflies. Our personal history, and that of our family. Animals and their habitats Celebrations: Easter <i>Celebrating our community</i>	What do plants need to grow? Which plants do we eat? How / where do they grow? Our world Comparing England and Kenya. Map/globe work. Minibeasts. Exploring habitats / microhabitats. <i>Celebrating our community</i>	What is it like in Spain? Map/globe work. Learning numbers and colours in Spanish. Travel and transport Family differences. Seasonal changes: summer. Sea and ocean habitats. <i>Celebrating our community</i>
Expressive Arts and Design	Songs and rhymes Vegetable printing Autumn art Harvest festival songs	Songs and rhymes Firework / poppy pictures – mixed media Wassily Kandinski: 'Circles' – appreciation and inspiration Christmas cards Christmas performance	Songs and rhymes Frost pictures Marbling (calendars) Bark rubbing Shape pictures Valentine's Day cards	Songs and rhymes Watercolour painting Easter decorations / cards	Songs and rhymes Watercolour still-life of flowers and plants. Henri Matisse: 'The Snail' – appreciation and inspiration.	Songs and rhymes '10 dots' art Salt dough ocean creatures.
Themes <i>Additional themes may be included to incorporate children's interests, our community or world events.</i>	Starting school / Getting to know you Ourselves Friendship / feelings Harvest Autumn	Pumpkins / Halloween Bonfire night / fireworks Remembrance / poppies Children in Need / charity Nursery Rhymes Christmas	New Year People Who Help Us My teeth Winter Special People (Valentine's Day)	Superheroes Special People ('Mothers and Others' Day) Spring Growing up Life-cycles (animals and intro to plants) Easter	Growing Plants Plants as food Minibeasts Special People ('Fathers and Others' Day')	Sports Day Around the World Under the Sea Summer Summer Safety
Experiences	Home visits. School visits. School tours. Harvest festival.	Trying pumpkin soup. Silence for Remembrance. Children in Need. Buying stamps and posting Christmas cards. Christmas 'Crafternoon' – performance and family crafting. Watching the KS1 Nativity. 'Christmas Around the World' event.	Visits from 'people who help us'. Making bird feeders. Friendship Day.	Visit from a mum and baby. Egg hatching experience. World Book Day. Comic Relief. Planting flowers for 'mums and others'. Tasting hot cross buns. Watching the Year 3/4 show. Science Fair.	Growing beanstalks. Fruit tasting, linked to 'Handa's Surprise'. Minibeast hunt. Celebrating World Bee Day - planting wild flowers and lavender for the bees and butterflies.	Sports Day. Spanish Day. Art Show. Local library visit. Transition afternoons. Watching the Year 5/6 show.

Jotmans Hall Primary School



EYFS Risk Assessment



Reviewed: September 2026 Reviewed by: B. Chapman

General Safety Non-negotiables

- All open classroom areas (indoor and outdoor) are supervised by an adult at all times. Children know that they should only access areas of the classroom that have adult supervision.
- Adults ensure they have a 360° view of their classroom area, and activities within it, even if working with children (e.g. sitting with a view of the whole area, not with their back to the children)
- Adults are vigilant at spotting trip / slip hazards and dealing with them as soon as possible. They educate the children about keeping the classroom clean and tidy, and reporting any dangers that they see.
- Any hot drinks in the classroom during the school day, are in lidded cups to reduce the risk of hot liquid spillage. Drinks are kept out of children's reach, e.g. in a cupboard or behind the sink.
- Any potentially dangerous objects required by adults (e.g. craft knife, hot glue, kitchen knives) are stored safely away from children's reach. During use, they do not leave the adult's sight.
- Cleaning fluids (washing up liquid, table cleaner, hand sanitiser etc) are kept on shelves above the sink, out of children's reach.
- Children taught the importance of washing their hands, especially after using the toilet, before eating and if sneezing / coughing, to reduce the risk of spreading illnesses.
- Snack table to be cleaned before and after use, to reduce the risk of germ spreading. Adult to always be present at snack time and lunch time, to supervise children and check for choking / allergic reactions.
- Toys / resources to be checked regularly by class staff for damage / risk and then fixed, or disposed of, as necessary.
- Children to be taught the importance of keeping the cloakroom tidy, ensuring that coats and bags are hung on pegs and not a trip hazard on the floor. Adults to monitor and remind children if necessary.

Acorn Class indoor classroom areas

Potential hazards	For whom and how?	What are we doing?	Potential further action required?	By whom?
Scissors	Children / adults <i>Physical injury</i>	Children are taught how to use and carry scissors safely. Visual prompts in area.	Monitor safe scissor use and re-educate children if and when necessary.	Teachers / LSAs
Tape dispenser	Children <i>Physical injury to fingers/hands</i>	Children are taught to use tape dispenser safely. They know where the sharp part is and how to pull and cut the tape without their fingers touching it. Children taught how to move the tape dispenser safely if they want to put it on the table.	Tape dispenser not to be put out until children have been taught to use it safely.	Teachers / LSAs
Pencil sharpeners	Children <i>Physical injury to fingers</i>	Children taught to use pencil sharpener pots safely. They know that they must not put their fingers inside the holes, only pencils.	Pencil sharpeners not put out until children have been taught to use them safely.	Teachers / LSAs
Ingestion of playdough	Children <i>Illness</i>	Playdough recipe made using food ingredients only. Children educated to avoid putting playdough into their mouths, and to understand why.	Staff to monitor and give extra reminders if necessary.	Teachers / LSAs
Water on the floor	Children / adults <i>Slip hazard – physical injury</i>	Children encouraged to avoid spillage as much as possible and to tell adults if they notice floor is wet.	Hand washing to be encouraged in toilet sinks, rather than classroom. Specific places for water bottles to be kept, to avoid spillage around classroom.	Teachers / LSAs
Toys on the floor	Children / adults <i>Trip hazard - physical injury</i>	Educating children about the potential dangers of toys left on the floor. Encouraging them to tidy away toys when they are finished with them.	Regular reminders and modelling by adults of putting things away regularly.	Teachers / LSAs

Toys in the way of exits	Children / adults <i>Trip hazard - physical injury / Fire hazard</i>	Educating children about the potential dangers of toys left on the floor, especially near doorways. Encouraging them to tidy away toys when they are finished with them.	Adults to regularly check exits and ask children to tidy / move toys away if necessary.	Teachers / LSAs
'Spillages' on toilet floor from accidents by children	Children / adults <i>Slip hazard – physical injury / disease or illness</i>	Toilet area / sinks checked regularly. Children encouraged to report any accidents or spillages to adults in the class.	Site manager to be informed of any 'waste' accidents which may need thorough cleaning.	Teachers / LSAs / Site Manager
Trapping of fingers in doors	Children <i>Physical injury</i>	Finger guards fitted to doors. Children educated about safe use of doors.	External doors pinned open if possible, when being used.	Teachers / LSAs
Unsuitable storage of equipment	Children / adults <i>Physical injury</i>	Equipment to be stored safely and securely in cupboards or on appropriately stacked shelves.	Adults to be aware of storage areas and to relocate / restack any resources if necessary.	Teachers / LSAs
Poor cleanliness of fabrics / cushions	Children / adults <i>Disease / illness</i>	Blankets, dressing up clothes and cushions to be regularly washed.	Washing to occur more often if fabrics become soiled.	Teachers / LSAs
Snack Area				
Unclean cups	Children <i>Illness</i>	Children encouraged to bring own water bottles to school. Cup system for any use of school cups - separate box for dirty cups to be put once used. Cups washed every day.	Children taught hygiene rules and routines of using the snack area.	Teachers / LSAs
Unclean fruit	Children <i>Illness</i>	Fruit washed by kitchen staff. Separate trays kept for fruit and washed regularly. Children encouraged to wash hands before touching fruit and only to touch the piece they choose.	Children taught hygiene rules and routines of using the snack area.	Teachers / LSAs
Choking	Children	Children educated to eat carefully, and chew their snack properly. Also, to swallow before talking.	Staff trained in paediatric first aid.	Teachers / LSAs

	<i>Food not chewed properly and stuck in throat</i>	Adult always present at snack table, to monitor safe eating.		
Water on the floor	Children / adults <i>Slip hazard</i>	Children encouraged to wipe up / get adult support if they spill water.	Adults to be aware of potential spillages.	Teachers / LSAs

Acorn Class outdoor classroom areas

Potential hazards	For who and how?	What are we doing?	Potential further action required?	Completed by whom?
Wooden planks	Children / adults <i>Children bumping into others whilst carrying planks. Splinters – physical injury</i>	Educating children about carrying, using and storing wooden planks safely. Planks must be stood up straight in wooden crate when not being used. Planks have been sanded before use to reduce risk of sharp corners / potential splinters. Encouraging children to tell an adult if they find any sharp parts on the wood.	Adults to also check wood periodically for splinters / split planks that need disposing of. Sand any rough edges periodically.	Teachers / LSAs
Large building blocks	Children / adults <i>Towers falling – physical injury</i>	Educating children about using the bricks safely – e.g. not pushing towers over when children are nearby	Adults to model safe use of the bricks	Teachers / LSAs
Sand tray	Children <i>Hygiene – illness</i>	Sand changed regularly and checked for contamination. Covered when not in use. Children encouraged to wash their hands after using the sand.	Adults to check sand regularly for any contamination.	Teachers / LSAs
	Children / adults <i>Slip hazard – sand on concrete</i>	Children encouraged to keep as much sand inside the sand tray as possible. Floor regularly swept. Brooms and dustpans	Periodic sanitisation of sand using white vinegar spray.	

		readily available for children and adults to use.		
Water tray	Children <i>Hygiene - illness</i>	Water changed regularly and checked for contamination. Covered when not in use. Soap added to water for extra hygiene. Children encouraged to wash their hands after using the water tray. Children educated that it is not safe to drink the water.	Teachers / LSAs	
Gates – locks and hinges	Children <i>Physical injury</i>	Children shown how to open and close gate to playground safely. Educated about potential to trap fingers.	Teachers / LSAs	Adults to model safe use of gates.
Storage trays	Children / adults <i>Physical injury</i>	Children to have no access to storage trays, without adult support. Adults to ensure trays are pushed back in correctly after opening, to eliminate risk of trays falling.	Teachers / LSAs	Any damage to tray unit / tray runners to be reported to site manager for repair.
Balance equipment	Children <i>Physical injury</i>	Children to be shown how to use the equipment safely and to build additions to the course in a safe way. Warning to be given on wet days as equipment may be slippery. Children encouraged to help friends who might find balancing difficult, or to ask for adult support. Higher pieces of equipment not to be used, as outdoor flooring is not appropriate.	Teachers / LSAs	Equipment to be regularly checked for damage and reported to site manager if necessary.
Tyres	Children <i>Physical injury</i>	Children educated about safe use of large tyres – rolling instead of carrying, or carrying with a friend, and watching out for others.	Teachers / LSAs	Adults to periodically check tyres are free from loose / sharp parts.

Washing line	Children / adults <i>Physical injury</i>	Washing line to be hung next to wall / window so no-one needs to walk underneath it. Children taught not to pull / hang on it, only to peg up wet clothes / aprons. Safe use of pegs modelled.	If possible, washing line to be pulled up high when full / not in use.	Teachers / LSAs
Messy play / painting area	Children <i>Putting paint / shaving foam / pasta in mouth</i>	Children educated in risks of eating any substances from painting and messy play areas.	Adults to monitor.	Teachers / LSAs
Junk modelling area – scissors	Children <i>Physical injury</i>	Children are taught how to use and carry scissors safely. Visual prompts in area.	Monitor safe scissor use and re-educate children if and when necessary.	Teachers / LSAs
Junk modelling area – tape dispenser	Children <i>Physical injury</i>	Children are taught to use tape dispenser safely. They know where the sharp part is and how to pull and cut the tape without their fingers touching it. Children taught how to move the tape dispenser safely if they want to put it on the table.	Tape dispenser not to be put out until children have been taught to use it safely.	Teachers / LSAs

Mud Kitchen				
Contact with soil	Children <i>Ingesting soil - illness</i>	Children educated in the risks of putting soil in their mouths. Encouraged to wash hands after – hand washing provision available close by. Visual prompts in area. Sterilised topsoil used in area.	Adults to give handwashing reminders regularly.	Teachers / LSAs
Soil contamination	Children <i>Contamination by local animals - illness</i>	Mud bucket to be covered to avoid animals entering. All mud to be decanted back into mud bucket at end of each day, to avoid risk of contamination.	Adults to check area for any contamination each morning (e.g. evidence of foxes / cats visiting overnight)	Teachers / LSAs

Children's clothes getting muddy / wet	Children <i>Wet / muddy / cold</i>	Children encouraged to wear aprons and wellies when using mud kitchen and water tray.	Adults to remind children about dressing appropriately for mud play.	Teachers / LSAs
Pots / utensils left on the floor.	Children / adults <i>Trip hazard</i>	Children encouraged to keep mud kitchen area tidy. Labelled box provided for storage of pots and utensils.	Adults to monitor tidiness of area and model tidy practice.	Teachers / LSAs

Other outdoor activities				
Bikes and Trikes	Children / adults <i>Physical injury</i>	Bikes and Trikes checked each time taken out of shed for damage. Children encouraged to ride at a safe speed and to look where they are going at all times.	Adult monitored activity.	Teachers / LSAs
Climbing frames	Children <i>Physical injury</i>	Adult supervised activity. Children encouraged to jump and land safely. Direct support given to areas of difficulty – monkey bars / fireman's pole.	Weather conditions to be monitored – equipment may not be safe if slippery and wet.	Teachers / LSAs
'Forest Friends' in the Nature Trail	Children <i>Physical injury / Illness due to ingesting inedible items</i>	Children regularly reminded never to eat anything from the nature trail (leaves / berries etc). Children encouraged to move slowly, carefully and to look where they are going through the trees to avoid tripping or catching themselves on spiky plants or branches.	Children are not allowed to climb up high into the trees. Adults to monitor.	Teachers / LSAs