

# **Bentley Heath C E Primary School**



## **Early Years Foundation Stage (EYFS) Policy**

Policy last reviewed: February 2022



## EYFS Policy

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### 1. Aims

This policy aims to ensure:

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

### Our Philosophy

At Bentley Heath CE Primary School we provide a safe, stimulating and challenging environment in which children can experiment, explore and progress in their own independent and creative way.

The school's vision, 'Rooted in Jesus and Fruitful in Mission and Service' underpins our ethos in Early Years. We want all children to flourish and grow in know who Jesus was and trying to be like him in loving one another. Our school values are lived out in Early Years, where all children are reminded to think about how they can show the values to those around them. There is a focus on the value of the half term, which feeds into class discussion and pupil rewards.

### 2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).



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### 3. Structure of the EYFS

The EYFS is overseen by the Infant Lead, who reports to the Headteacher. Any communications about the EYFS provision include all members of the Team - teachers, teaching assistants and leaders - to ensure that decisions can be made in a timely and appropriate manner. The EYFS Lead will make decisions for how the EYFS operates in line with this and other school policies. The Headteacher was the final say in any decisions about how the EYFS operates in the event of any dispute or disagreement.

EYFS at Bentley Heath includes Nursery and Reception.

Nursery, operates from Monday to Friday between 08:45 and 11:45. Current provision is run by the Nursery Manager who reports to the Infant Lead within the school. Provision is run with a ratio of 1 adult to every 8 children.

Reception follows the normal school day, starting at 08:55 and finishing at 15:10. Continuous provision is delivered throughout the morning, with a fifty minute lunchbreak between 11:55 and 12:45. Reception is taught in two classes, each with one teacher with no more than 30 children. In the morning, a teaching assistant works across both classes and in the afternoon, a second teaching assistant provides support through to the end of the day.

Transition is managed for children starting in EYFS by facilitating shorter sessions for the first few days to give time for the children to settle in. Parents are invited to be part of this process in Nursery by staying for some sessions at first.

### 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021 and we use the Birth to 5 Matters document to support our teaching and assessment.

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

The prime areas are:

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

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

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



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Included throughout our Early Years curriculum are three **Characteristics of Effective Teaching and Learning**.

These are:

- **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
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

### 4.1 Structure of the day

Children across EYFS have directed teaching time for Phonics and Maths each day with planning in the moment and non-directed learning time the rest of the day. Specific timings of these activities are detailed below.

### 4.2 Planning

#### Phonics

EYFS follow the Read Write Inc (RWI) phonics programme alongside the rest of the school. Phonics is taught as a discreet, teacher directed lesson each day following the structure and progression within the Read Write Inc programme.

#### Nursery

Phonics is taught when pupils are ready to begin formal phonics teaching, we expect this to happen around Christmas however, this will vary depending on the needs of the children. Children in Nursery should start with looking at Environmental sounds followed by Set One sounds as and when they are ready.

#### Reception

Phonics is taught in Reception by the end of the first week. Children are assessed using the RWI assessment sheet by Week 4 and children are split into ability groups for discreet phonics lessons. Phonics lessons last around 20 minutes and follow the structure and progression of RWI. Children are reassessed every half term by the Early Reading Lead. The majority of children in Reception are taught Set two sounds by the end of the academic year in preparation for Year One.



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### Maths

#### Nursery

Short directed teaching sessions of Maths should take place daily with continuous provision linked to the learning available for the children throughout the week. Activities throughout the provision provide opportunities for children to develop their understanding of number and making marks linked to numbers.

#### Reception

Reception teach daily, discreet Maths lessons which last between 20-30 minutes. Planning is based on Power Maths planning with White Rose Maths to supplement ideas and activities. The White Rose Maths MTP is followed to show the sequence and progression of maths skills. The Reception Maths planning format is used when planning lessons. Each lesson should have an element of talk in line with the rest of the school.

Enhanced provisions in the classroom are linked to the Maths learning that week.

#### Recording of Maths

During the Autumn and Spring terms, the children explore Maths across a variety of topics without recording specific pieces of learning. Teachers annotate on planning with children's names who are not meeting a learning objective or are exceeding the learning objective. This is shared with the Maths Lead for monitoring and addressing any specific needs of children.

In the Summer term, the children begin writing in books to enable a smoother transition into Year 1.

Tapestry is used by staff to record progress of children who are working below age-related expectations or children who have shown significant progress in a lesson.

### English

#### Writing

Writing is a key element of the continuous provision within each classroom with emphasis being placed on letter formation.

Children write in their writing book once every two weeks. As the children grow in confidence, this is increased to once a week to ensure the children can develop a writing stamina.

#### Reading

Reading is recorded on a tracking sheet which indicates the progress of the children both in terms of their sound recognition and their blending of sounds to read whole words. Children are read with as often as possible, with children who are below age-related expectations read with on a daily basis.

The books children take home is closely logged to ensure children are making progress. The children have two books, one that is matched to their phonics ability using the Read Write Inc scheme, the other is chosen by the child as a reading for pleasure book to be read by an adult to the child. These are changed every week in line with the Read Write Inc scheme, to ensure that the children develop their fluency with sounds that they already know. This enables them to improve their blending to read new words with known sounds.



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### Our Environment

In our Early Years environment, the children initiate their own learning and adults join them and support them in their activities. In order to support genuine choice, resources are open ended and classrooms are clutter free to allow space for children to play.

In all areas, the resources are available and accessible to the children at all times. The areas are clearly labelled, tidy and well stocked.

The labelling of resources is a key element of our philosophy in EYFS. All resources are labelled to develop independence during tidy up time and to create independent learning opportunities within the environment, allowing children to explore, shapes, sizes, quantities, values and problem solving.

Tidy up time is independently undertaken by the children. This process isn't rushed as it is a key learning opportunity. Children have to ensure that; the correct number of pencils are returned to the pots; all of the different shaped bricks are put back correctly and everything is returned to its rightful home. This not only teaches children about taking responsibility for what they use, but also encourages mathematical discussions. For example, 'we are supposed to have 6 red pencils, but we only have 4, how many are missing?'

The resources and areas are assessed and reviewed regularly with changes made when necessary, when assessing, teachers and teaching assistants look for hot and cold areas and look at ways an area may be enhanced or improved. If an area or a resource is not engaging children in purposeful play, it is removed or changed.

Children should have access to both the inside and outside areas throughout the day in line with the timetables to ensure sufficient adult support is in place.

An Environment Checklist is included in Appendix 2 to enable a consistent approach across the whole of the EYFS provision. All classes ensure that their curriculum offer is the same to enable all learners to access the learning appropriate for their needs. The reception classes mirror each other to provide a consistent approach.

Our Reception children are free to move between both classrooms and the outside areas during their non-directed learning time. In Nursery, this is reliant on the ratio of adult to child.

### 4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

### Rules and Routines

The Bentley Heath behaviour policy is followed across Nursery and Reception including the use of the Zone Board and merit marks. Consistent signals across classes are used to ensure pupils understand what is being asked of them. In Reception, adults shake a tambourine and their hands to show that it is time to stop and children stop and copy the action with their own hands.

At the start of the day, children hang their coats up, put their reading book and drinks bottle in the designated space and sit on the carpet reading or practicing name writing whilst the register is taken.





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This is then followed by the teacher explaining to the children what they will be learning that day and what resources are available to support learning. A visual timetable is displayed in both classes.

### Interaction of adults

All adults are expected to focus on knowing the children, encouraging their play and directing them through carefully targeted questioning to explore all areas of the curriculum. Adults put their attention on the children, looking for key learning moments to celebrate or identifying where a child may need closer instruction to be successful. Observations of the children are recorded on Tapestry for each child every half term for each learning area. These are shared with parents and carers at home.

## 5. Assessment

At Bentley Heath, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

### Baseline

Within the first 6 weeks that a child **starts reception**, staff will administer the statutory Reception Baseline Assessment (RBA).

Children will also be baselined using internal assessment against the Birth to 5 Matters statements. These include:

#### Maths

- Counting and number recognition
- Mathematical language – eg. One more / one less
- Early calculation
- Pattern recognition

#### Language and communication

- Writing their name
- Phonics
- Early vocabulary
- Understanding books and stories

Assessment in the Early Years is based on the adult's knowledge of child development, in line with statutory regulation.

### Formative Assessment

As part of our daily practice the children are observed and teachers assess children's development and learning to inform future planning and teaching. Learning is recorded online using Tapestry learning journals. Each pupil has two pieces of evidence per learning area each half term. Evidence is purposeful and used to inform future planning. Evidence is recorded on Tapestry when there is clear progression or a 'wow' moment. Written observation, photos and drawings all contribute to the summative report. All members of the EYFS team are responsible for observing children within their year group but the teacher has responsibility for knowing the progress of their own children in their class.



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At the end of each term, teachers update their assessment of each child on Arbor against the Birth to 5 Matters statements. This is analysed across BDMAT to ensure CPD needs are met and children are clearly identified.

Each half term, teachers analyse Tapestry to identify gaps in the Children's learning and highlight which areas of learning and which children need to be focus in the following week. The staff will use this information, along with Arbor assessment data, to select resources and activities to stimulate an interest and scaffold their learning.

Teachers also draw on their knowledge of the child and use their own expert professional judgement when assessing.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

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

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child at the end of the year.

The profile is moderated internally (referring to the Birth to 5 matters document) and in partnership with other BDMAT schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

### Books

In EYFS, the children use a Learning Journal (don't know), Maths book (tbc), Phonics book (yellow) and Writing book (don't know!). The children use these more as they progress through the year, with the emphasis being on their exploration of learning, rather than sitting to record their ideas.

## 6. Working with parents

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

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

We use Tapestry to keep parents informed of their child's developments. Any observations of what their children are learning at school and possible next steps are shared with parents. We also encourage parents to add their own observations and photographs from home. This insight into a child's home life is invaluable and can lead the learning that takes place within school.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

## 7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- Taking regular exercise and thinking about what food we eat to stay healthy

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.





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### 8. Monitoring arrangements

This policy will be reviewed and approved by the Infant Lead every year.

At every review, the policy will be shared with the governing board.



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### Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	Alert DSL who will make contact with parents or take further action in line with safeguarding policy.
Procedure for dealing with concerns and complaints	See complaints policy



## EYFS Policy

### Appendix 2. Learning Environment Checklist

General Classroom	
Self-registration	
Zone board using red, orange, green and purple	
Visual timetable	
The 4 R's	
Peg and coat labels	
Ample indoor space that allows children and adults to circulate freely	
Phonics Display	
Prayer Corner	
Maths display – working wall	
'Celebration' of pupils work display	
Resources are labelled using numbers/words/numicon to support tidy up time.	
The number of resources in class are appropriate for the needs of the children	

### Inside Environment- Continuous provision

Areas in the classroom	Resources	Organisation	✓
Maths Area	<ul style="list-style-type: none"> <li>• A selection of natural counting resources such as shells, pebbles or wooden sticks</li> <li>• A range of small world creatures for sorting, comparing and counting.</li> <li>• Whiteboard pens and whiteboards alongside paper and pencils.</li> <li>• Stacking and nesting boxes</li> <li>• A set of number cards and number lines to 10 and 20</li> <li>• A set of 100 number squares.</li> <li>• 2D shapes</li> <li>• A range of sand timers and stop watches</li> </ul>	<ul style="list-style-type: none"> <li>- Distinct area with a group table and set of chairs.</li> <li>- Resources organised into pots, shallow trays, boxes or baskets on open shelving so that they are easily visible to the children.</li> <li>- Resources groups together, sorted by varied by criteria.</li> <li>- Resources clearly labelled using text and/or photographs and including number of items to support maths</li> </ul>	



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	<ul style="list-style-type: none"> <li>• Tape measures and a selection of ribbon and wood pieces of different lengths.</li> </ul>	<p>learning during tidy up time.</p>	
Writing and fine motor area	<ul style="list-style-type: none"> <li>• A range of pencils, pens and crayons for mark marking</li> <li>• Paper is available for children to use</li> <li>• Resources to support independent writing such as topic word mats, pencil control activities and alphabet strips are readily available.</li> <li>• Children's laminated names are available for children to practise.</li> </ul>	<ul style="list-style-type: none"> <li>- Resources clearly labelled using text and/or photographs and including number of items to support maths learning during tidy up time.</li> <li>- Distinct area with a group table and set of chairs.</li> <li>- There are enough resources available without being too overwhelming</li> </ul>	
Small construction area	<ul style="list-style-type: none"> <li>• A small number of construction kits that are age appropriate</li> <li>• Kits should offer different shapes and sizes as well as different fixers, fittings.</li> <li>• A range of building equipment such as spirit levels, measuring tapes and rulers.</li> </ul>	<ul style="list-style-type: none"> <li>- Distinct area</li> <li>- Shelving or trolley to display resources</li> <li>- A low play table to support building.</li> <li>- Trays that are grouped according to type of resource.</li> <li>- A space for children to display their finished products.</li> <li>- Resources are labelled using numbers/words/numicon to support tidy up time.</li> </ul>	
Themed role play area	<ul style="list-style-type: none"> <li>• A range of different materials are used within the area such as capes, scarves, skirts etc.</li> <li>• A selection of real-life uniforms is available e.g. police.</li> <li>• A selection of objects linked to the theme are available e.g. food, shopping baskets.</li> <li>• A range of mark making equipment</li> </ul>	<ul style="list-style-type: none"> <li>- Distinct area</li> <li>- Dressing up area with resources</li> <li>- Resources are clearly displayed and linked to the theme.</li> <li>- Resources are labelled using numbers/words/numicon to support tidy up time.</li> </ul>	
Creative area	<ul style="list-style-type: none"> <li>• A selection of natural objects such as sticks, leaves, cones with enough of each shape and size</li> <li>• A variety of objects to support creative thinking which are</li> </ul>	<ul style="list-style-type: none"> <li>- A low table to support creative work</li> <li>- Shelving or trolley to display resources</li> </ul>	



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	<p>linked to the seasons/theme being taught.</p> <ul style="list-style-type: none"> <li>• A range of recording equipment such as pens, pencils, chalks, pastels in a range of sizes and colours.</li> <li>• Scissors, paintbrushes and glue freely available</li> </ul>	<ul style="list-style-type: none"> <li>- Resources to be displayed by type, shape and size.</li> <li>- Mark marking equipment nearby</li> <li>- There are enough resources available without being too overwhelming</li> <li>- Resources are labelled using numbers/words/numicon to support tidy up time.</li> </ul>	
Book Corner	<ul style="list-style-type: none"> <li>• Selection of well-known stories and traditional tales</li> <li>• Texts linked to familiar settings</li> <li>• Selection of poetry books</li> <li>• Range of books linked to the interests within the classroom</li> <li>• A small display area to share a focus book or focus author.</li> <li>• A range of non-fiction books.</li> <li>• Books that show diversity</li> </ul>	<ul style="list-style-type: none"> <li>- A cosy carpeted area or rug</li> <li>- Soft seating or cushions</li> <li>- Books grouped together based on theme.</li> <li>- Enough space for pupils to enjoy the area.</li> </ul>	

## Outside Environment

Outside areas	Resources	Organisation	✓
Water Area	<ul style="list-style-type: none"> <li>• Set of cylinders and beakers</li> <li>• Set of jugs and funnels</li> <li>• Water wheels</li> <li>• Buckets/ containers of different shapes, sizes and colours.</li> <li>• Set of kitchen utensils</li> <li>• Natural resources such as pebbles, shells, wood and corks.</li> <li>• Small world objects such as sea creatures and boats.</li> <li>• Aprons available</li> <li>• Objects for floating and sinking</li> </ul>	<ul style="list-style-type: none"> <li>- Shelving or trolley with resources sorted and displayed clearly.</li> <li>- Items such as cylinders organised in height order.</li> <li>- Some labels identifying the size or number of ideas.</li> </ul>	



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Mud Kitchen	<ul style="list-style-type: none"> <li>• Large trays of mud.</li> <li>• Pots, pans, spoons and utensils.</li> <li>• Small world objects such as animals that may be used in the mud kitchen.</li> </ul>	<ul style="list-style-type: none"> <li>- Shelving or trolley with resources sorted and displayed clearly.</li> <li>- Some labels identifying the size or number of ideas.</li> </ul>	
Sand Area	<ul style="list-style-type: none"> <li>• Set of sand tools, forks, spades and scoops.</li> <li>• Set of different sized and shaped buckets, beakers and funnels.</li> <li>• Natural materials such as stones, shells, pebbles, cones and wood.</li> <li>• Small world sets such as desert animals, vehicles and people.</li> <li>• Interesting objects to bury</li> </ul>	<ul style="list-style-type: none"> <li>- Large sand tray</li> <li>- Shelving or trolley to display resources accessibly</li> <li>- Collection of small resources sorted and displayed.</li> <li>- Photographs and/or texts for labels linked to the name of the resource.</li> <li>- Different sized buckets, jugs and funnels to be displayed in size order.</li> </ul>	
General Outside area	<ul style="list-style-type: none"> <li>• Wheeled toys</li> <li>• Large construction</li> <li>• Physical development toys such as balls, hoops etc.</li> <li>• Chunky chalk for mark making</li> <li>• Clipboards and writing materials</li> </ul>	<ul style="list-style-type: none"> <li>- Shelving or trolley to display resources accessibly</li> <li>- Ample outdoor space that allows children and adults to circulate freely.</li> <li>- Resources are displayed clearly, with photographs and/or text for labels linked to the name of the resources.</li> </ul>	
Maths outdoor provisions	<ul style="list-style-type: none"> <li>• Large dominos</li> <li>• Measuring tape</li> <li>• Scales</li> <li>• Natural resources for counting</li> <li>• Large numicon</li> <li>• Large foam shapes</li> <li>• Number lines</li> </ul>	<ul style="list-style-type: none"> <li>- Shelving or trolley to display resources accessibly</li> <li>- Ample outdoor space that allows children and adults to circulate freely.</li> <li>- Resources are displayed clearly, with photographs and/or text for labels linked to the name of the resources.</li> </ul>	
English outdoor provisions	<ul style="list-style-type: none"> <li>• large chalks,</li> <li>• pencils,</li> <li>• whiteboard pens,</li> <li>• paper,</li> <li>• notebooks,</li> <li>• whiteboards,</li> <li>• themed masks,</li> <li>• phonics mats</li> <li>• natural pebbles with sounds on,</li> <li>• clipboards.</li> </ul>	<ul style="list-style-type: none"> <li>- Shelving or trolley to display resources accessibly</li> <li>- Ample outdoor space that allows children and adults to circulate freely.</li> <li>- Resources are displayed clearly, with photographs and/or text for labels linked to the name of the resources.</li> </ul>	





## EYFS Policy

### Appendix 3. Mobile Device and Camera Policy for EYFS

To ensure the safety and welfare of the children in our care, this policy outlines the protocols for the use of personal mobile phones and cameras in school.

#### Mobile Devices

##### Staff

Bentley Heath Church of England Primary School allows staff to bring in personal mobile telephones for their own use.

Users bringing personal mobile telephones into Bentley Heath Church of England Primary School must ensure there is no inappropriate or illegal content on the device.

All staff must ensure that their mobile telephones are stored securely, in their locker in a separate area (that is not used for teaching), throughout their contact time with children.

Mobile phone calls may only be taken during staff breaks or in staff members' own time and should only be taken in an area not accessed by children. If staff have a personal emergency they are free to use the school's phone or make a personal call from their mobile in non-contact time with children.

If a member of staff is waiting for an emergency personal call then their phone may be left with the Office staff, who with permission, will answer and then notify the member of staff.

Staff will need to ensure that the Office has up to date contact information and that staff make their families, children's schools etc. aware of emergency work telephone numbers. This is the responsibility of the individual staff member.

##### Parents, visitors & volunteers

All parent helpers or visitors are asked to switch their mobile phones to silent when in school and to store them in the lockers provided for this purpose. (The lockers are located next to the main school office).

It is the responsibility of all members of staff to be vigilant and report any concerns to the Head / Deputy Head. This forms part of the Volunteers Agreement. A reminder of this is displayed in the main entrance.

Concerns will be taken seriously, logged and investigated appropriately in line with our safe guarding policy.

##### Children

Children are not allowed to bring mobile devices to school. If mobile phones are brought into school without permission they will be kept in the school office until a parent is notified to collect it.



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## EYFS Policy

### Contractors

Mobile phones are turned to silent and not used in school. If it is necessary for contractors to have their mobile phones to implement their role effectively, then this needs to be in an area away from any children.

### Cameras

Photographs are taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements and are an effective form of recording their progression. They may also be used on our website or other online platform and/or by the local press with permission from the parents.

However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.

Only the designated Bentley Heath Church of England Primary School cameras or mobile devices are to be used to take any photos within school or on outings.

Images taken on these cameras must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.

All staff are responsible for the location of the cameras; which should be placed within the teacher's desk or cupboard at the end of the day.

Images and recordings taken and stored on school cameras and tablets must be downloaded onto a school desktop computer as soon as possible.

### Productions/Outings

Photographs may be taken by parents or carers during productions, outings, sporting events if permission has been granted by the Headteacher as occasionally there are restrictions for safety reasons. If permission is granted then photographs are only for parent or carers personal use and must not be placed on any social network sites.

Failure to adhere to the contents of this policy will lead to disciplinary and/or safeguarding procedures being followed.