Early Years Foundation Stage Policy (EYFS) (H1)

This document provides an overview of the policy, philosophy and practice in the EYFS at Fulham Prep. It outlines our intentions in the EYFS and how we implement this within our provision.

This policy is written in accordance with the *Statutory Framework for the Early Years Foundation Stage (DfE, 2025)* and *Keeping Children Safe in Education (DfE, 2025)*, and should be read alongside the school's Safeguarding, Health and Safety, and Equal Opportunities policies.

EYFS Policy & Philosophy
At Fulham Prep, all teaching staff deliver an EYFS curriculum through immersion in high quality teaching alongside an enriched environment. Our philosophy is to nurture every child's curiosity and enthusiasm for learning, developing both skills and confidence as they take their first steps on their own unique journey of lifelong learning.

This approach is underpinned by the EYFS guiding principles of the Unique Child, Positive Relationships, and Enabling Environments.

Intent
The intent for our children is to enter the next stage of their education ready to tackle new challenges with confidence and a positive mindset.

ENGAGE our pupils in a stimulating environment led by the children yet carefully organised and managed by adults. Providing a curriculum responsive to individual starting points and needs.
INNOVATE our children to take the lead in their own learning, encouraging confidence to explore new ideas, think about problems, take risks, make links and seek challenge.
DEVELOP high levels of engagement, curiosity, collaboration and cooperation. Highly adept at managing their own behaviour in the classroom and in social situations.
EXPRESS themselves with confidence in a meaningful way. Respecting the opinions and values of themselves and others.

<u>Aim</u>

Our aim within our Early Years is to support the learning and development of individual children by providing a balanced, broad, integrated, stimulating and differentiated curriculum.
The curriculum includes teacher directed, teacher initiated and child initiated activities. It consists of topic based learning with activities planned to cover all 7 areas of learning.
Along with embedded British Values across the curriculum we have key strategies which instil in our pupils a set of shared values that underpin our whole school ethos, celebrates today's multicultural society and are immersed throughout our curriculum.
We strive to provide a learning environment, which enables children to be:

- Secure, safe and happy
- Respectful of themselves and others
- Confident
- Compassionate and caring
- Tolerant and patient

- Curious and creative
- Appreciative and appreciated

Overarching principles of EYFS

At Fulham Pre-Prep our approach is to focus on the following objectives;

Unique Child

- To value children's race, gender, age, disability, culture, class and religion
- To embrace all children as individuals and to appreciate their uniqueness

Every child is constantly learning and can be resilient, capable, confident and self-assured. We give children the support and opportunities to develop these attributes.

Positive Relationships

- To work in partnership with parents/carers and children
- To value parents/carers as the primary educators of the child
- To recognise children as part of communities, for example peer groups, families and the wider society
- To have high expectations of the children and staff
- To assess in order to help parents/carers and staff to recognise children's progress

Child initiated experiences help children to develop their understanding, skills and attitudes and promotes self-esteem. Staff take on active roles when children take the initiative, calling for a range of different behaviour: scaffolding, observing, facilitating, and play partnering with the aim of supporting the child in their choice.

Teacher initiated and teacher directed activities target specific areas of learning and development and ensures a broad experience. Children benefit from purposeful, planned activities in order that they improve areas of weakness and extend areas of strength. The responses of empathetic staff are vital to provide new challenges for our children in Early Years; they will gain from the relationship with adults who can understand the world from their viewpoint.

Enabling Environments

- To provide a safe, secure, stimulating environment,
- To ensure that all staff receive appropriate training in order to maintain high levels of practice
- To develop practice which includes the wider community adding to the richness of our curriculum
- To engage the children in a range of creative and imaginative experiences through the arts

Children learn best through challenges, social interaction and active participation rather than passive observation in the classroom. Children gain motivation from direct experiences and practical activities which interest them and are based on existing knowledge and experience. Our children are encouraged to explore and investigate at their own pace, having some control of their own learning through choice of activities and availability of resources. We encourage the children to devise strategies and feel secure in persevering to completion of tasks.

Children develop and learn in different ways and at different rates

- To adopt an inclusive approach where individual needs are met including children with SEN and disabilities
- To cater for a variety of learning styles

Effective learning occurs when teaching materials and input are set at a level that it is challenging but within the pupil's reach. Our staff quickly ascertain what each child is or is not able to do, and offer support and guidance when planning next steps to help develop a child's potential.
We recognise the importance of rest, nutrition, and wellbeing in supporting learning and development, and ensure daily routines reflect these needs.

The 7 Areas of Learning and Development

Learning is an ongoing process throughout life:
The areas of learning and development outlined in the Early Years Foundation Stage Statutory Framework (2025) provide a structure for the planning of the curriculum for young children. Within this framework there are four guiding principles which shape our practice.
These are:

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and inter- connected.
Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

These are called the prime areas:

Prime Areas:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

Four areas help children to strengthen and apply the prime areas.
These are called the specific areas:
Specific Areas:

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

Throughout their time in Early Years our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals (ELGs) The descriptors for these can be found in Appendix 1.
As previously outlined our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs.

Weaving throughout the EYFS curriculum at Fulham Prep School are three Characteristics of Effective Learning.

- **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.

Curriculum and Planning
Our curriculum incorporates all 7 areas of learning. The children are provided with a variety of learning opportunities to work towards and meet the 17 ELGs. These are documented in our Curriculum Overviews. To ensure consistency of approach with regard to planning we refer to the Curriculum Overviews. All classes in the year group follow;

- Long term subject planning (over one year) - Long Term planning with an overview of the subjects covered in Maths, Literacy and Topic. This is the first point of reference for planning. It's comprehensive coverage ensures that we are addressing the requirements of the EYFS Curriculum, and at the same time providing a range of activities which will ensure progression across the full range of skills and practices.
- Medium term planning (over one term) - Medium Term plans with stated learning objectives across all 7 areas. When termly planning within the Pre-Prep, we have taken into account the core learning outlined in the EYFS Curriculum and 17 ELG's. This allows us to identify resources to assist in the delivery. Planning ensures that progression is maintained over the whole year and that learning objectives are systematically revisited from term to term. This allows for revision and consolidation and ensures that progress is made in secure steps. The agreed termly plans for the EYFS will be the subject of regular review by the Head of Early Years, the Deputy Head and Head of Pre-Prep.
- Short term planning (weekly) - Short Term plans outline specific activities to meet the learning objectives. The weekly plans are written collaboratively by teachers in Early Years at weekly planning meetings. From this every class teacher records daily activities in their

planning diaries, according to their timetables. Planning diaries and other assessment records include specific information to ensure all children's needs are met with consideration given to next steps, and that lessons are differentiated accordingly. A weekly diary plan format and a weekly overview is in operation at present by all members of staff. It highlights differentiation and opportunities for evaluation and assessment. Teachers are encouraged to save in a suitable format on our school network, any electronic resources used in the delivery of the lesson. Daily room checks are completed by EYFS staff as part of our risk assessment (Appendix 2). Daily routines, including rest and quiet times, are planned to ensure children's welfare and readiness to learn.

To ensure consistency of approach with regard to the high quality of teaching, Early Years teachers are officially observed termly as well as informal drop-in observations as outlined in our Observations Policy.

Staffing and Organisation

At Fulham Pre Prep, our Early Years have access to classroom environments and use of designated outdoor areas. The classrooms have a carpet area and the remainder of the space is organised into learning zones for the children to access. There is a full-time teacher, supported by a full-time teaching assistant for each class. Other teaching assistants may be deployed in Early Years based on the needs of the children.

Supervision ratios are based on the guidance outlined in the EYFS Framework, outlined in simple terms below;

Age	Ratio (Adult:Children)
Under 2	1:3
2-3	1:5
3+	1:13

Conditions

For children under 2, at least one member of staff must hold an approved Level 3 qualification and have suitable experience of working with children under two. At least half of all other staff must hold an approved Level 2 qualification. At least half of all staff must have received training that specifically addresses the care of babies. The member of staff in charge of any room accommodating children under two must have suitable experience of working with this age range.

For children aged 2–3, at least one member of staff must hold an approved Level 3 qualification. At least half of all other staff must hold an approved Level 2 qualification.

For children aged 3 and over, at least one member of staff must hold a QTS, Early Years Professional Status, or Early Years Teacher Status qualification. At least one other member of staff must hold an approved Level 3 qualification.

Staff are organised to support the children in a balance of teacher directed, teacher initiated and child initiated experiences throughout the day. Some sessions include access to the outdoor area. Practitioners are aware of the need to be flexible in order to respond to unplanned events that the children are interested in. Specialist teachers deliver lessons in sports, music, drama, French, computing and dance. Parents are provided with a pack for new parents and carers that includes information about our daily routines, the types of activities provided, staffing and food and drink.

Effective Teaching and Learning

We encourage the children to play an active role in shaping their learning experiences. Adults engage in discussion with the children abo**ut their interests, w**hich skills they would like to develop further, and which resources they need to support their learning.

We aim to provide an attractive, challenging learning environment that offers high quality opportunities for children to learn through play, both indoors and outdoors. There is a range of "continuous provision" available in the classroom, that is designed to offer open-ended, practical learning opportunities. Our children are supported to think creatively and imaginatively and explore how resources can be adapted. Each week, the provision is enhanced with additional resources, based on the previous week's observations and the weekly topic.

Teacher directed activities are practical in nature and based on first hand experiences wherever possible. The children are supported to develop problem-solving skills through open-ended tasks and opportunities to share their thinking with others. The number of adult led activities that the children take part in increases throughout the year, as their concentration develops.

Community Links and Wider World

Over the year, we arrange visits from members of the local community to support our topic work e.g., dentist, fire brigade, local police, police dog handlers and mounted police. We also arrange trips for children in the EYFS within the community, for example visiting the local park. Our Early Years children take part in educational visits linked to their topic work. Film clips, non-fiction texts and artefacts are also used to introduce new concepts in real-life contexts. We aim to develop the children's awareness of other cultures by exploring different countries and celebrations.

Learning Environment

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. Resources are clearly labelled and organised into learning zones, enabling the children to access them with a high level of independence. Practitioners regularly evaluate the effectiveness of the provision and make adaptations as necessary. Fresh water is available at all times and children are encouraged to bring in their own water bottle. Fruit and milk are offered daily for morning snack. EYFS staff have general training for good food hygiene.

Practitioners regularly evaluate the effectiveness of the provision and make adaptations as necessary

Food and Nutrition

The provision of food, drink and nutrition across the EYFS is governed by the school's Food, Drink and Nutrition Policy, which should be read alongside this document. This policy sets out the school's approach to meal and snack provision, safer eating practice, and dietary requirements in line with the EYFS Statutory Framework (DfE, 2025). The management of allergies and anaphylaxis is addressed in the school's Allergy Management Policy, which all EYFS staff are required to be familiar with.

Sleep

At Fulham Prep School we provide flexibility and opportunities for younger children to take rests and naps as they need in addition to our scheduled afternoon nap session. Our EYFS staff ensure all children have enough sleep for them to develop, and all EYFS staff have undertaken the *'SIDS and Safer Sleep Training for Early Years Professionals'* We promote good practice and ensure that we work in partnership with the parents.

Within our EYFS environment we have a warm and comfortable area which offers sleep arrangements on an age appropriate, sleep mat. (These are wiped down with anti-bac spray before and after every use). Children will bring their own bedding which is stored appropriately within the sleep storage area, and will be sent home to pupils at regular intervals in discussion with families. **In line with Lullaby Trust guidance, children are always placed to sleep on their backs** unless otherwise advised in writing by a medical professional. Sleep spaces are kept clear, with no loose bedding, pillows, or soft toys, and children are positioned in line with safe-sleep guidance.

The structure of the EYFS daytime activities will accommodate those children who require nap time during the day. A staff member will settle them to sleep and remain within the classroom for when they wake. They will enjoy 'quiet time' when they lie down and listen to music or a story. Those who do not wish a nap, will be timetabled to undertake peaceful activities, (within the classroom), in our outdoor learning environment or at another part of our Pre-Prep site.

Individual sleep routines, including comfort items such as dummies or personal blankets, will be agreed in partnership with parents and reviewed regularly. Children are not forced to sleep and will be supported sensitively if they require rest rather than sleep.

Please note: Parental wishes will be taken into consideration, although staff cannot force a child to sleep, wake or keep a child awake against their will. Similarly, those who do not settle into sleep may have provision adapted to incorporate peaceful, less active activities to support rest.

Sleep Monitoring

The safety and wellbeing of sleeping children is treated as an active responsibility, not a passive one. All sleeping children are checked at regular intervals of no more than ten minutes, with the Key Person taking lead responsibility during any scheduled nap session. At no point will a sleeping child be left without a member of staff within the room.

In line with Lullaby Trust guidance, checking a child while sleeping should involve:

- Placing a hand on their chest to check they are breathing, or putting the back of their hand near to the child's mouth to feel for breath
- Ensuring that each child is well and settled

- Ensuring that each child is not too hot or too cold — room temperature is actively monitored in line with Lullaby Trust guidance (recommended 16–20°C)
- Ensuring that all sheets or blankets are not wrapped around the child

Advice on safe sleep can be found via the links and QR codes below.

Link to Department of Education Guidance on Safer Sleep	Link to Safer Sleep Information from The Lullaby Trust

In the event that a member of staff has any concern about a sleeping child, they will immediately alert a senior member of staff and follow the school's first aid and emergency procedures without delay.

Recording of Sleep

Sleep patterns are recorded by staff on the daily sleep log throughout each session. These records are shared with parents and carers at pick up as well as via our electronic communication platform, and retained as part of our welfare records.

Drop-off

In order to ensure an effective handover, avoiding unnecessary distress to the child and to allow for appropriate checks on wellbeing, we do not accept sleeping children at drop-off. Parents must wake the child and remain with them for a minimum of 5 minutes to ensure they are awake and alert before leaving the setting.

Working in Partnership

We recognise that children may access EYFS provision through other providers throughout the week and that all providers have an equally important role to play in their early years experiences. We seek information about the other settings that our children attend, for example performing arts and sports clubs, so that we can establish communication about their learning and development.

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. We hold parents' consultations each term and in the Autumn and Summer term we send home detailed reports. There are regular opportunities for parents to view their child's achievements through our open-door policy. We welcome contributions from home and use Arc Pathway as an online platform to sharing learning. In Nursery, the children take home sharing books each week, and have a daily diary in which the Nursery staff make notes and comments throughout their day. In Reception, the children take reading books home to share daily, and also take a class mascot home once or twice in the academic year.

Formative and Summative Assessment

In Early Years we create profiles of assessment evidence which details the children's progress across all areas of learning. The primary purpose of the profile is to document progress.

The following list details the strategies that we use to assess the children;

- Daily observations of the children
- Baseline assessments
- Termly assessments for Literacy/Maths based on the learning objectives covered in class
- For Nursery children, ARC Pathway profiling completed regularly to track individual children's progress and produce class/year group data
- For Reception children, the online assessment platform SONAR is used and completed regularly to track progress and produce data.
- Monitoring Pupil Progress sheets (ability groups in class) which are updated half termly
- Focus Activity sheets with next steps for each child
- Firefly (school intranet) for photographic evidence and a means of communication with parents
- Targets which are set half termly
- Open Door policy for daily opportunities to communicate with parents
- Parents evenings
- Full written reports electronically available for parents
- An overview of progress against ELGs sent to **Reception** parents before the end of the academic year
- Evidence containing work, photos & long observations

Transition from Pre-school to Reception

We work closely with our feeder settings to ensure that the children make a smooth transition to school. In the Summer term, prior to entry, we visit the children in their nursery settings and meet with their Key Workers.

We also hold orientation mornings for new children in the Summer term, where the children are invited to visit our Reception department and enjoy the activities in a taster morning. Parents are invited to attend the 'taster' sessions with their child and leave once their child is settled.

We have contact with the settings throughout the year and invite them to visit us on a regular basis.

Transition from Reception to Year One

In the Summer term, we begin a programme of transition to support the children with their move to Year One. This involves visits to the Year One classroom, discussion with current Year One children, giving opportunities to ask any questions about the next year.

The Year One classroom is organised to reflect aspects of Reception provision, for example by the inclusion of learning zones. The first half term of Year One is based on the principles of the EYFS, allowing the children to feel secure in their new environment.

SEND

With direction from our school SENCO and SEN Teacher, we liaise with parents and outside agencies and adapt where possible our provision to meet the requirements of children with specific learning needs.

We plan for the four main areas of need with regard to children's learning and physical disabilities;

- Communication and interaction;
- Cognition and learning;
- Social and emotional mental health;
- Sensory and/or physical needs.

Our clear approach to identifying and responding to SEND children is found in our SEND policy. We focus on the regular monitoring and review of children's progress and react accordingly.
When we identify a child who is behind the expected levels, we gather information and initiate our cycle of actions- assessment/ planning/ doing/ reviewing. Parents are informed whenever the school provides additional support for children.

- IEP – 1:1 SEN lessons are available after parental approval, for children who have been identified through an IEP as requiring additional and specialist support from an SEN teacher. (These sessions do have an additional cost).
- EAL - The needs of children with English as an Additional Language will be met through planning and support from our EAL staff member. Support will also be given through our Equal Opportunities and EAL Policy. EYFS – children with EAL are given opportunities to develop their home language through play within the EYFS classroom and outdoor classroom settings.
- EHCP - When external assistance is required or an EHC plan needed we work closely with parents, SENDCO and external personnel.

Appendix 1 - The Early Learning Goal Descriptors:

Communication and Language
ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back- and-forth exchanges with their teacher and peers.

ELG: Speaking

- Participate in small group, class and one-to- one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

ELG: Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing –
- using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.

ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

- Invent, adapt, and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.

Appendix 2 – Daily Room Checks

Fulham PREP SCHOOL

Fulham Prep EYFS – Daily Classroom Safety Checklist

Room	Week Commencing

Indoor Areas

Check	Mon	Tues	Wed	Thurs	Fri
Main Classroom Areas – clean/tidy, floor, lighting, trip hazards, defects					
Windows and doors – secure, defects					
Electrics – sockets covered, no trailing wires, appliances visual check					
Play equipment – safe and free from defects					
Large home corner – safe and free from defects, signage					
Surfaces – clear, clean and free from clutter					
Cupboards – locked and secured					
Check furniture for safety issues					
Mobile phones secured and locked away					
Staff Initial					

Outdoor Areas

Check	Mon	Tues	Wed	Thurs	Fri
Play equipment – safe and free from defects					
Surface – check for any trip hazards or defects					
Gates – locked and secure					
Storage shed – check for safety, hazards, defects					
Sand Area checked for foreign objects					
Check for litter					
Staff Initial					

Please note any actions arising from the daily checks, ensuring they are also added to the H&S log

Required Action	Logged	Scan the QR code to add this action point to the H&S log